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ABSTRACT

Results of a survey on the academic progress of all secondary students in Canada in relationship to their social and demographic characteristics are presented in this report. The report provides information on: (1) social and demographic profile of secondary students; (2) program enrollment; (3) credit accumulation and academic achievement; (4) student characteristics; (5) relationships between student characteristics and level of study, number of credits accumulated, and marks in English and mathematics; (6) relationship between birthplace and achievement; (7) relationship between first language(s) and achievement; (8) relationship between socio-economic status and achievement; (9) relationship between race and achievement; and (10) relationship between parental presence and achievement. The overall picture of the student population is presented through the use of descriptive statistics and graphic representations. (JD)

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THE EVERY SECONDARY STUDENT SURVEY, FALL, 1987

Maisy Cheng
Gerry Tsuji
Maria Yau
Suzanne Ziegler

#191

RESEARCH SECTION
Library Services Department

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Toronto Board of Education

June 1989

Executive Summary

Social and Demographic Profile

- Over half of the secondary students in the Toronto Board of Education were born in Canada, and the rest come from one hundred and twenty six other countries. The proportion of students born in Canada has been decreasing steadily since 1970.

- English (either alone or with another language) was the first language of two-thirds of the students; French, of 1% of the students. These figures have changed only slightly over the last decade and a half.

- English (either alone or with another language) is spoken fluently by 85% of the students; French by 6% of the students.

- Two-thirds of the students are White, one-quarter Asian, 7% Black, and 1% Native People.

- Two-thirds of the secondary students live with both parents, compared to four-fifths of the 1970 students; 20% live with mothers only, 5% with fathers only, and the remaining 10% with others or alone.

- About one quarter of the students reported their parents' occupations as unskilled or non-remunerative; one-third as skilled and semi-skilled; and more than forty percent as semi-professional or professional. This represents a significant increase in the high socio-economic status (SES) occupational groups (the semi-professional and professional) since 1970.

Program Enrolment

- In the 1970's, the proportion of students in Modified/ Basic level programs was about 20% and in Advanced/ Enriched programs about 55%. Now, 72% of the students are in Advanced level programs, and only 7% are in Basic level programs.

- Comparing 1983 and 1987 data for Grade 9 students, we find an increase in Advanced level and a decrease in Basic level enrolment. This is true across race, but is more pronounced for Black and White than for Asian students. This pattern is exactly same for class. That is, working class Grade 9 students have a higher enrolment in Advanced level classes and a lower enrolment in Basic level than was true in 1983.

- In general, the higher the household SES, the more likely the students are to be in Advanced level programs. But SES is a better predictor of level of study for White and Black students than for Asian students.

Credit Accumulation and Academic Achievement

- By age 15, two-thirds of Ontario-born students have accumulated between 8 and 15 credits. Credit accumulation figures are lower for foreign born students, for students from lower SES categories, and for Black students.

- A majority of the students are "average" achievers, attaining average marks of 50s or 60s in English and Mathematics. But the ratio of average achievers to high achievers varies among the three levels of study. Whereas students at the Advanced level are almost as likely to get high marks as average marks, those at the Basic level are three times less likely to get high than average marks, and students at the General level are about six times less likely to get high than average marks.

- Student achievement in English and Mathematics is found to be related to such socio-demographic characteristics as gender, parental presence, birthplace, race, first language(s), and SES. In general, more girls attain high marks than boys; and children of two-parent families are more likely to have high marks than those of single-parent families. There is, however, no clear advantage for either the Canadian-born or those who have English as their first language. Finally, while there is a significant relationship between SES and students' English and Mathematics achievement at the Advanced level, such relationship is not clear at the General or the Basic level.

Contents

Executive Summary i

Contents iii

Figures vii

Tables xi

1 INTRODUCTION

1.1 Objective 1

1.2 Contents 2

1.3 Procedures 2

2 SOCIO-DEMOGRAPHIC CHARACTERISTICS

2.1 Gender 4

2.2 Birthplace and Age of Arrival in Canada . 4

2.3 Race of Toronto Secondary Students 7

2.4 Language 9

2.5 Parental Presence at Home 11

2.6 Socio-economic Status 13

2.7 Student Characteristics over Time, 1980-87 17

3 PROGRAM PLACEMENT

3.1 Distribution of Students by Type of School and Level of Study 21

3.2 Gender and Level of Study 23
3.3 Birthplace and Level of Study 24
3.4 Race and Level of Study 25
3.5 Language and Level of Study 28
3.6 Parental Presence and Level of Study . . 29
3.7 Socio-economic Status and Level of Study 30
3.8 Student Characteristics by Level of Study in 1987: A Summary 33
3.9 Relationship Between Level of Study and Student Characteristics over Time, 1970-1987 34

4 STUDENT ACHIEVEMENT (I): CREDIT ACCUMULATION
4.1 Gender and Credit Accumulation 38
4.2 Birthplace and Credit Accumulation . . . 39
4.3 Race and Credit Accumulation 40
4.4 Language and Credit Accumulation 44
4.5 Socio-economic Status and Credit Accumulation 45
4.6 Parental Presence and Credit Accumulation 46
4.7 Level of Study and Credit Accumulation . 47
4.8 Student Characteristics and Credit Accumulation: A Summary 48

5 SCHOOL ACHIEVEMENT (II): SCHOOL MARKS
5.1 Student Marks and Levels of Study . . . 51

5.2 Advanced Level 54
5.3 General Level 66
5.4 Basic Level 73
5.5 Summary 78

6 CONCLUSION 81

Appendix 1 103
Appendix 2 105
Appendix 3 108
Appendix 4 111
Appendix 5 112
Appendix 6 114
Appendix 7 116
Appendix 8 117
Appendix 9 118
Appendix 10 119
Appendix 11 120
Appendix 12 121
Appendix 13 122
Appendix 14 123
Appendix 15 124
Appendix 16 125
Appendix 17 126
Appendix 18 127

REFERENCES 130

Figures

Figure 1: Place of Birth 4
Figure 2: Age of Arrival to Canada for Foreign-born Secondary Students 5
Figure 3: Immigration Pattern 6
Figure 4: Race 7
Figure 5: Race by Birthplace of Secondary Students . 8
Figure 6: First Language(s) of Secondary Students . . 9
Figure 7: First Language Spoken Fluently by Secondary Students 10
Figure 8: Parental Presence 11
Figure 9: Parental Presence by Race 12
Figure 10: Parental Presence by SES 15
Figure 11: SES by Birthplace 16
Figure 12: Race by SES 17
Figure 13: Distribution by Type of School 21
Figure 14: Distribution by Level of Study 22
Figure 15: Level of Study by Gender 23
Figure 16: Race by Birthplace (Advanced Level) . . .24
Figure 17: Level of Study by Race 25
Figure 18: Level of Study by Race (Male) 27
Figure 19: Level of Study by Race (Female) 27
Figure 20: Level of Study by First Language(s) . . .28

Figure 21: Level of Study by Parental Presence . . .29
Figure 22: Level of Study by SES 30
Figure 23: SES by Race of Students (Advanced Level) .31
Figure 24: Credit Accumulation by Gender 38
Figure 25: Credit Accumulation by Birthplace 39
Figure 26: Credit Accumulation by Race 40
Figure 27: Credit Accumulation by Race (Male) 41
Figure 28: Credit Accumulation by Race (Female) . . .41
Figure 29: Credit Accumulation by Race (Canadian-born) 43
Figure 30: Credit Accumulation by Race (Foreign-born) 43
Figure 31: Credit Accumulation by First Language . .44
Figure 32: Credit Accumulation by SES 45
Figure 33: Credit Accumulation by Parental Presence .46
Figure 34: Level of Study by Credit Accumulation . .47
Figure 35: Mark Distribution (Advanced Level) 51
Figure 36: Mark Distribution (General Level) 52
Figure 37: Mark Distribution (Basic Level) 53
Figure 38: School Marks by Gender (Advanced Level) .54
Figure 39: School Marks by Birthplace (Advanced Level) 55
Figure 40: School Marks by SES (Advanced Level) . . .56
Figure 41: School Marks by Parental Presence (Advanced Level) 57
Figure 42: School Marks by SES and Parental Presence (Advanced Level) 58

Figure 43: High Achievement by First Language(s) (Advanced Level) 59
Figure 44: English and Math Achievement by First Language(s) (Advanced Level) 60
Figure 45: School Marks by Race (Advanced Level) . .61
Figure 46: High Marks by SES and Race (Advanced Level) 62
Figure 47: High Marks by Race and Birthplace (Advanced Level) 63
Figure 48: High Marks by Race and Gender (Advanced Level) 64
Figure 49: High Marks by Race and Parental Presence (Advanced Level) 65
Figure 50: School Marks by SES (General Level) . . .68
Figure 51: School Marks by Parental Presence (General Level) 69
Figure 52: High and Average Achievement by First Language (General Level) 70
Figure 53: English and Math Achievement by First Language (General Level) 70
Figure 54: High Achievement by Race (General Level) .71
Figure 55: English and Math Achievement by Race (General Level) 72
Figure 56: School Marks by First Language (Basic Level) 74
Figure 57: School Marks by Birthplace (Basic Level) .75
Figure 58: School Marks by Race (Basic Level) 76

Figure 59: English and Mathematics Achievement by Race
(Basic Level) 77

Tables

Table 1: Socio-economic Status of Toronto Secondary Students, 1987 14
Table 2: Summary of Changes in Selected Student Characteristics, 1980-87 18
Table 3: Level of Study over Time, 1980-87 (Grade 9 Students) 23
Table 4: Student Characteristics by Level of Study, 1987 33
Table 5: Significant Relationships between Level of Study and Student Characteristics, 1970-87 .34
Table 6: Level of Study and Race over Time, 1983-87 (Grade 9 Students) 36
Table 7: Level of Study and SES over Time, 1983-87 (Grade 9 Students) 36
Table 8: Student Characteristics by Credit Accumulation, 1987 (15-year-old Students) .48
Table 9: Socio-demographic Characteristics and School Marks by Level of Study, 1987 78
Table 10: Relationship between Gender and Achievement, 1987 82
Table 11: Relationship between Birthplace and Achievement, 1987 83

Table 11: Relationship between Birthplace and Achievement, 1987 83
Table 12: Relationship between Race and Achievement, 1987 84
Table 13: Relationship between First Language(s) and Achievement, 1987 85
Table 14: Relationship between Parental Presence and Achievement, 1987 86
Table 15: Relationship between Socio-economic Status and Achievement, 1987 87

1 INTRODUCTION

1.1 Objective

The continuing interest of the Toronto Board of Education in collecting information about the academic progress of students in relationship to their social and demographic characteristics has resulted in the 1970 and 1975 Every Student Surveys, and four annual Grade 9 surveys between 1980 and 1983.

The current survey of Toronto secondary school students was undertaken in response to a request from the Board's Race Relations Committee on February 3, 1987:

> That the Director of Education prepare a report for the April meeting of the Race Relations Committee on ways and means of monitoring student achievement/placement across the secondary school system according to indications of race/ethnic/socio-economic status, such report to include costs in its recommendations....

On the basis of the feasibility report and discussions with staff, it was recommended that an Every Secondary School Student Survey be conducted in 1987-88 (Board minutes, September 22, 1987, p.20).

1.2 Contents

As in earlier years, this survey includes data on students' background by gender, race, family strucuture, and socio-economic status. Unlike previous surveys at the secondary level, this one includes all secondary students, not only those in Grade 9. It also includes, besides level of study, number of credits accumulated by age 15, and English and Mathematics marks as academic performance indicators.

The concluding chapter is a brief survey of effective school policies and practices. It is intended to complement the survey results presented in the earlier chapters by drawing attention to school-based correlates of academic performance.

1.3 Procedures

The method of gathering information on socio-demographic variables and level of study will be discussed here, while data collection on credit accumulation and school marks will be presented later.

Instead of using a survey form as did the previous Grade 9 surveys, a different method was utilized this time. Because most of the socio-demographic information already exists in Computer Services' Student Master File, originally captured at the time of registration of new students, it was possible to utilize an updated version of the existing information rather than to collect the same information again. Consequently, a new form was

created with pre-printed information from Computer Services for verification and correction by students. This form also had a tear-off section with questions on level of study, race and ethnicity.[1] (See Appendix 1.) The forms were packaged by class and school and mailed out with instructions for both principals and teachers in November 1987. (See Appendix 2.) Most schools updated their own students' records on-line; small alternative schools without computer terminals sent their forms back to the Computer Services Department for processing. All schools sent the tear-off sections to Research Services for processing.

In total, 29,390 forms were distributed to all secondary students in Toronto schools in mid-October 1987. The final sample consisted of 27,935 students, an overall response rate of 95%. It should, however, be noted that individual variables suffered from varying amounts of "missing information". That is, the response rates for some variables are slightly (e.g. place of birth) to considerably (e.g. parents' occupations) lower than 95%.

Finally, it should be noted that the following study presents an overall picture of Toronto secondary school student population with the use of descriptive statistics (such as frequency distributions, cross tabulations, and chi-square analysis) and graphic representations. Owing to the scope of this survey and the nature of the data, no attempt has been made to produce any inferential results or to establish any causal relationships between the various socio-demographic variables and student achievement.

---

1. The level of study is not easily determined from the Computer Service Department's records, while information on race and ethnicity is not maintained in any permanent file.

2 SOCIO-DEMOGRAPHIC CHARACTERISTICS

2.1 Gender

In Toronto's secondary schools, 53% of the students are male and 47% are female.

2.2 Birthplace and Age of Arrival in Canada

Almost sixty percent of the students were born in Canada, and most of those were born in Ontario. (See Figure 1.)

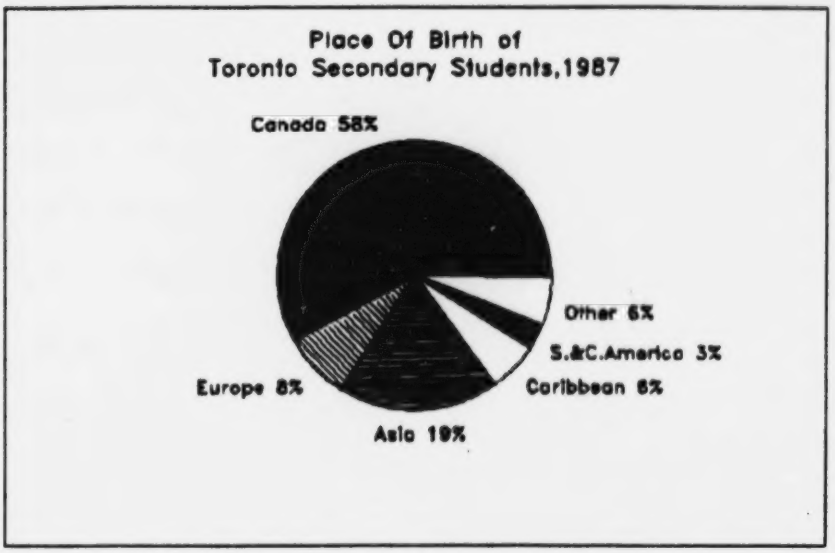

Figure 1: Place of Birth

Asia contributes 19% to the student population and Europe an additional 8%. Six percent of the students were born in the Caribbean and 3% in South and Central America. See Appendix 3 for individual countries.

Figure 2 shows that 18% of the foreign-born students arrived young enough to begin kindergarten in Canada. When these students (1,449) are combined with the (13,928) students born here, we find that 64% (15,377) of our secondary students have had all of their formal education in Canada. We also note that 60% of the foreign-born students were 10 years of age at the time of arrival.

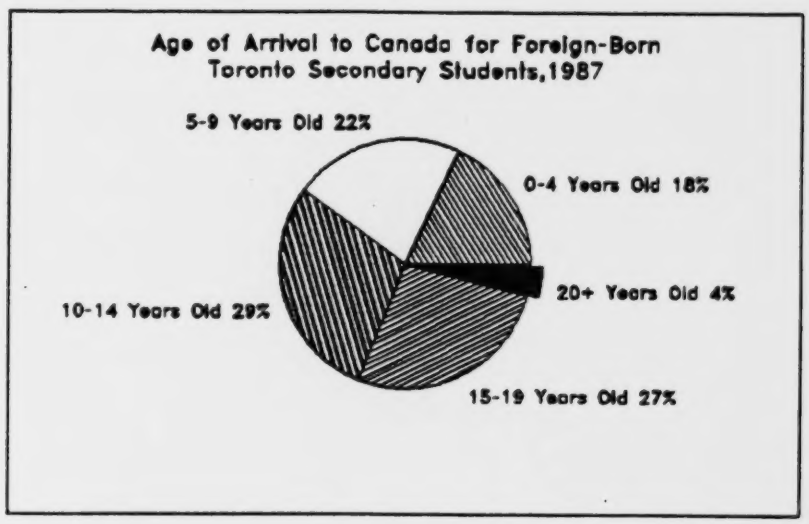
Age of Arrival to Canada for Foreign-Born
Toronto Secondary Students,1987
5-9 Years Old 22%
0-4 Years Old 18%
20+ Years Old 4%
10-14 Years Old 29%
15-19 Years Old 27%

Figure 2: Age of Arrival to Canada for Foreign-born Secondary Students

Figure 3 reflects the changing pattern of immigration since 1970. For example, in 1971-72, 51% of all immigrant students were born in Europe. However, by 1986-87, the proportion of students emigrating from Europe has fallen to 10%. In contrast, Southeast Asian student immigration peaked in 1978-79 at 50% up from just 2% in 1971-72, and has fallen to 16% in 1986-87. Students from East Asia have risen steadily from 10% in 1971-72 to 28% in 1986-87.

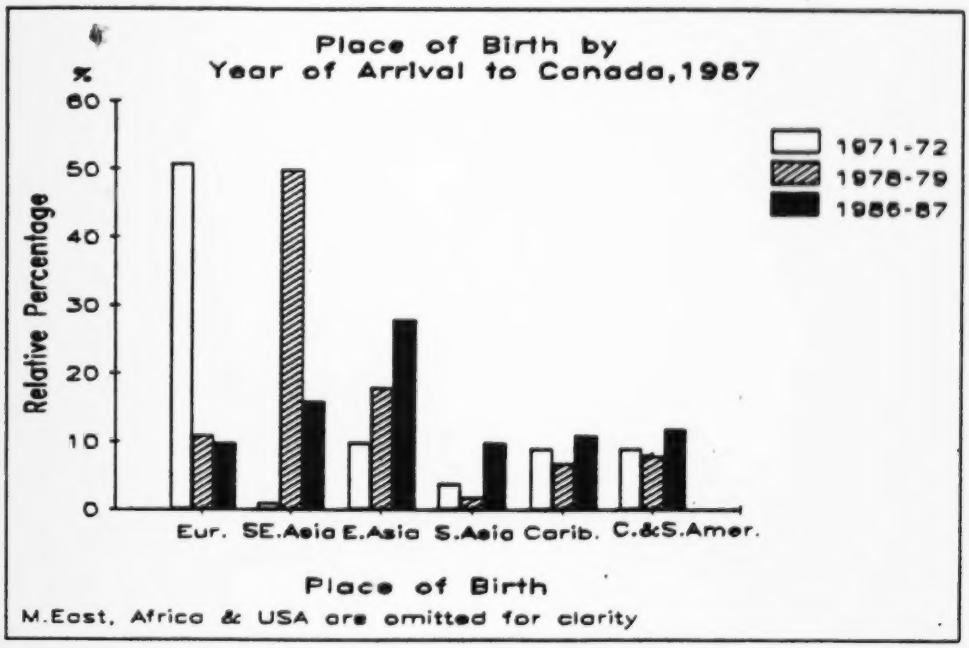

Figure 3: Immigration Pattern

2.3 Race of Toronto Secondary Students

Figure 4 shows the racial composition of the 1987 secondary school population. Two-thirds (66%) of the students are White. East Asians comprise the next largest group at 18%.

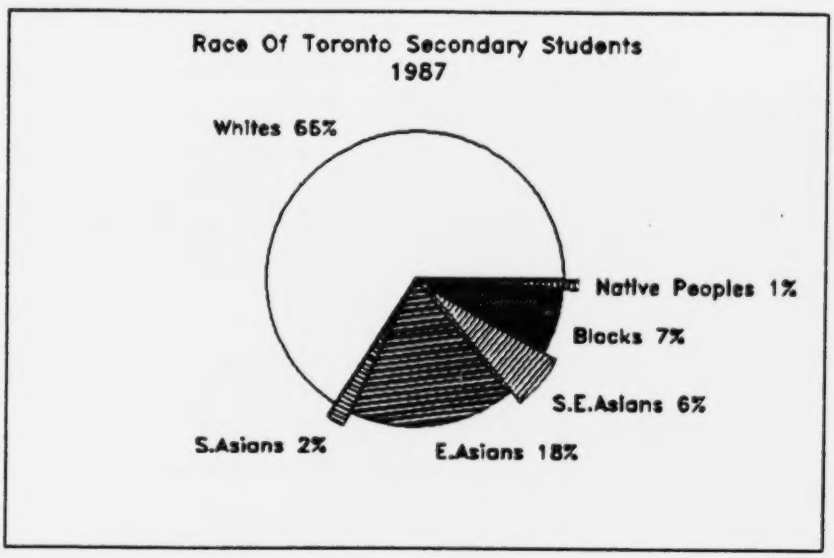

Figure 4: Race

Almost all (98%) of the Native People and approximately 80% of the White students are Canadian-born. In contrast, over 80% of Asians are foreign-born, as are two-thirds (66%) of the Black students. (See Figure 5 and Appendix 4.) More detailed information broken down by ethnic groups is presented in Appendix 18.

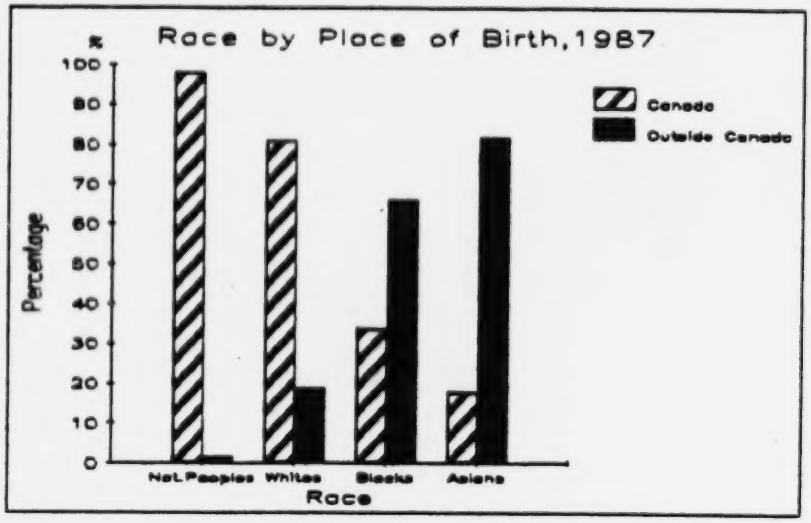

Figure 5: Race by Birthplace of Secondary Students

2.4 Language

(Figures 6-7; Appendices 5-6)

Figure 6 shows that English was the sole first language of half (51%) of the students. Another 16% learned English and another language(s) simultaneously. Thus two-thirds of the students are native speakers of English, and one-third are not. Apart from English, Chinese, Portuguese, Greek and Vietnamese were reported most frequently. All individual first languages are listed in Appendix 5.

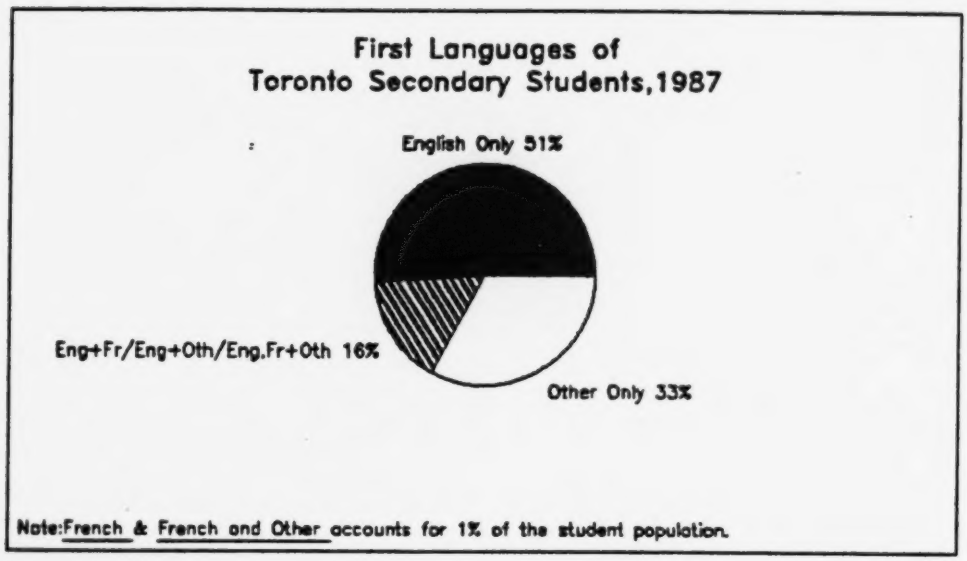
First Languages of
Toronto Secondary Students,1987
English Only 51%
Eng+Fr/Eng+Oth/Eng.Fr+Oth 16%
Other Only 33%
Note:French & French and Other accounts for 1% of the student population.

Figure 6: First Language(s) of Secondary Students

Figure 7, which depicts the languages spoken fluently by students, reflects the acquisition of English by non-native speakers. For example, Figure 6 shows that 33% of the students first learned a language other than English or French as children. However, by the time they reached secondary school, only 15% did not speak English or French fluently. Clearly, the shift has occurred from the 33% non-English speakers (Figure 6) to the 37% bilingual e.g. "English and Other" category of languages spoken fluently. (See Figure 7.) Individual languages that students speak fluently are listed in Appendix 6. Thus, two-thirds (67%) of our secondary students claim English as their first or one of their first languages, while more than four-fifths (85%) claim fluency in English at present.

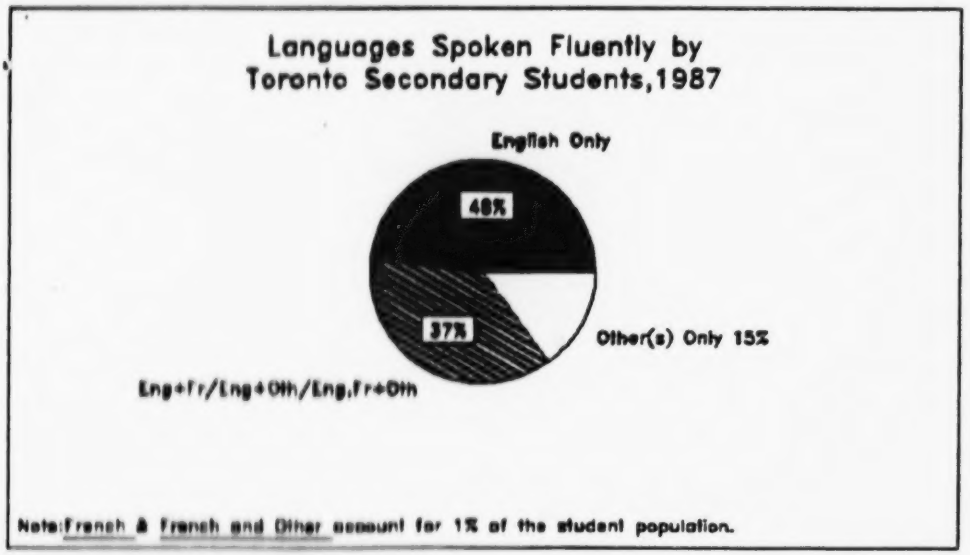

Figure 7: First Language Spoken Fluently by Secondary Students

2.5 Parental Presence at Home

Two-thirds (65%) of the secondary school students live in two-parent households, 20% live with their mothers only, 5% with their fathers only, and 10% are living with guardians or independently. (See Figure 8.)

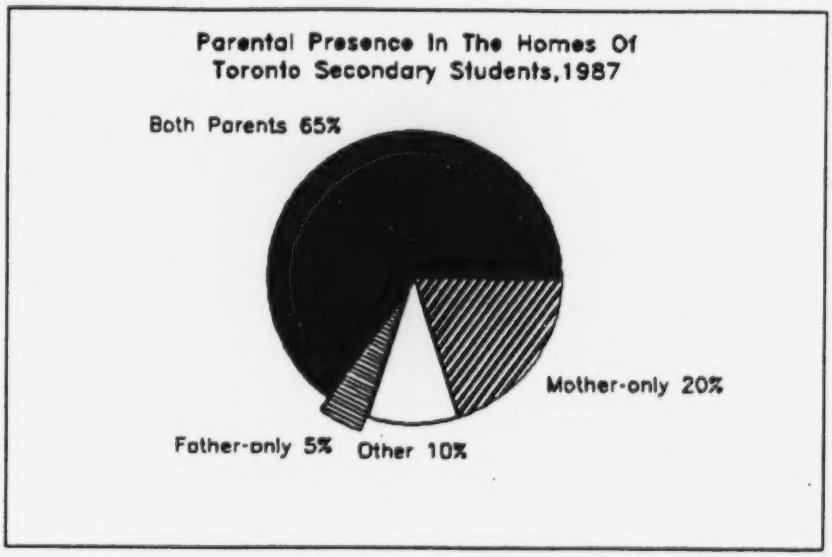

Figure 8: Parental Presence

Approximately one-third of the Black (38%) and Native Canadian (30%) students come from mother-led households. (See Figure 9 and Appendix 7.) Asian and White students, on the other hand, are more likely to come from two-parent home environments. Variations within the Asian and White groups are presented in Appendix 18. It is worth noting that the Vietnamese students have the highest percent (22%) living with "Others".

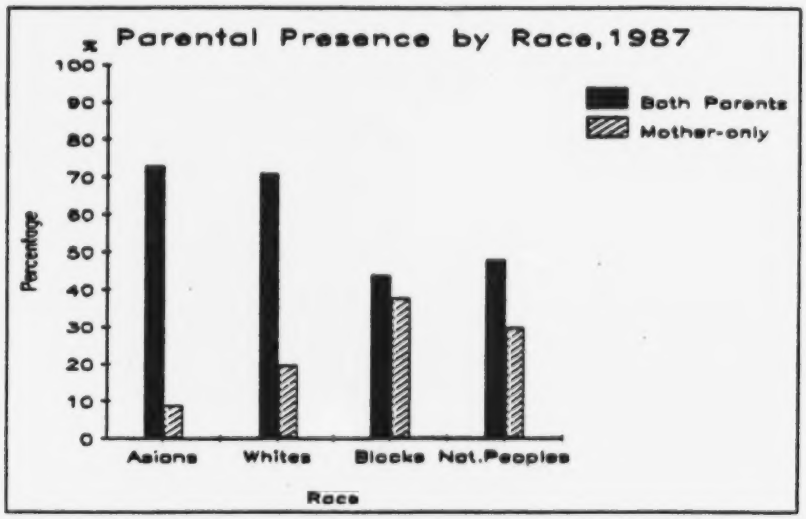

Figure 9: Parental Presence by Race

2.6 Socio-economic Status

Parents' occupations are used as an indicator of the students' socio-economic status (SES). Instead of using the Blishen scale to organize occupations into meaningful SES categories, as in the previous Grade 9 surveys, a scale developed by Pineo, Porter and McRoberts (1977) was used. Compared to the Blishen scale, the latter is simpler to interpret, more self-explanatory, less cumbersome to code, easier to accommodate new occupations that arise and less sensitive to salary fluctuations and changes in the social standing of various occupations over time.

The sixteen SES categories proposed by Pineo, Porter and McRoberts, (see Appendix 8,) have been collapsed into four major categories in this report: "professional/high managerial"; "semi-professional/technical/middle-to-low managerial"; "skilled clerical and blue collar"; and "unskilled clerical and manual". For the sake of clarity and simplicity, several graphs (e.g. Figure 10) will further collapse the original sixteen categories into only two (high and low) groupings. The "non-remunerative" category created for this report includes housewives, students, pensioners, retirees, welfare recipients and others.[2] Some typical examples of occupations in the SES categories are presented in Table 1.

2. Because of the age of the Toronto secondary students, it is not surprising that fewer than 2% reported their parents as retirees or pensioners. In fact, 32% of parents in the non-remunerative category are single mothers who are homemakers.

Table 1: Socio-economic Status of Toronto Secondary Students, 1987

SES Category	Illustrative Occupations of Parents	Percent* %
Professional/high managerial	Accountant, lawyer, dentist, university professor, doctor, social worker, school teacher, pharmacist, vice-president of company	22
Semi-professional/ technical/middle to low managerial	Nurse, draftsperson, computer programmer, photographer, restaurant owner, trades supervisor, construction foreman	22
Skilled and semi-skilled white and blue collar	Bookkeeper, secretary, bank teller, sales clerk, real-estate agent, nurse's aide, carpenter, electrician, chef, sewing machine operator	32
Unskilled clerical and manual	Taxi-driver, construction labourer, janitor, security guard, service station attendant, waiter, babysitter	15
Non-remunerative	Unemployed, retired, housewife, student, pensioner, welfare recipient	9
Total %		100
		(N=16610)

* This distribution includes family types where one or both parents are present. In case of two-parent families, the parent with higher ranking is used to represent both.

Missing or uncodeable information = 11325.

Table 1 also shows the distribution by SES categories.[3] The skilled and semi-skilled (32%) comprise the single largest group, followed by professional and semi-professional (22% each) and unskilled (15%). Students from families without remunerative occupations make up 9% of the population.

Further analysis of SES by parental presence yields some interesting findings. (See Figure 10.) Students from father-only households tend to be most affluent and those from the mother-only families seem to be the least affluent. The non-remunerative category describes 7% of two-parent families, 4% of father-only families, and 20% of mother-only families.

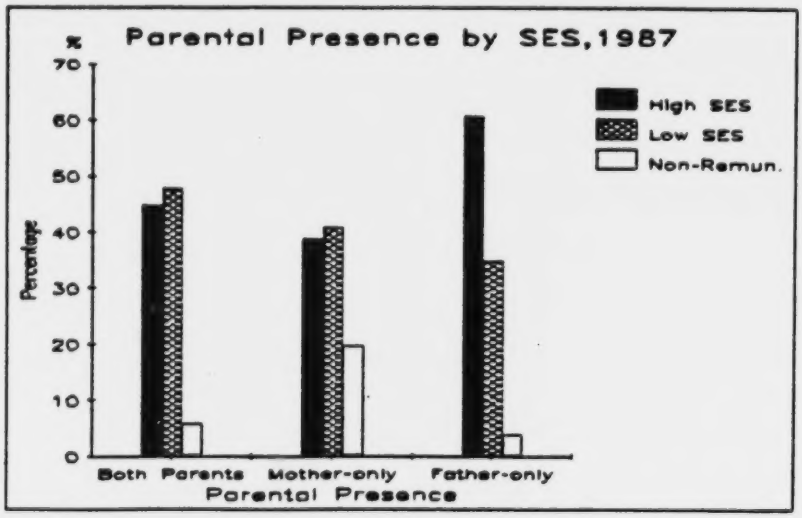

Figure 10: Parental Presence by SES

3. In case of the two-parent households, the parent with a higher ranking on the Pineo, Porter and McRobert scale has been selected to represent both parents. Students who do not live with parents are omitted because information on parental occupations for this group of students is not collected. Furthermore, it should be noted that there is as high as forty percent of missing or uncodable information on parental occupations.

The distribution of SES by students' birthplace shows that a higher percentage of Canadian-born, compared to foreign-born, is found in the high SES categories. It is obvious from Figure 11 that the proportion of foreign-born students decreases as SES moves from unskilled to professional. The pattern is reversed for the Canadian-born. Another way of looking at this is the ratio of Canadian-born to foreign-born students is 4:1 among the professionals, but almost 1:1 among the unskilled.

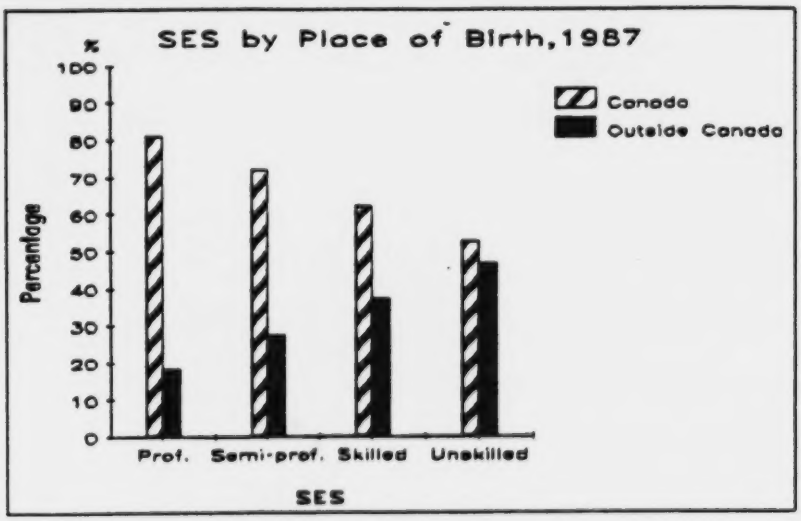

Figure 11: SES by Birthplace

The proportion of students from different SES backgrounds seems to vary according to race. Figure 12 indicates that White students, in general,[4] have the highest proportion (48%) coming from the high SES category and Asian students the lowest proportion (30%). (Also see Appendices 9 and 18.)

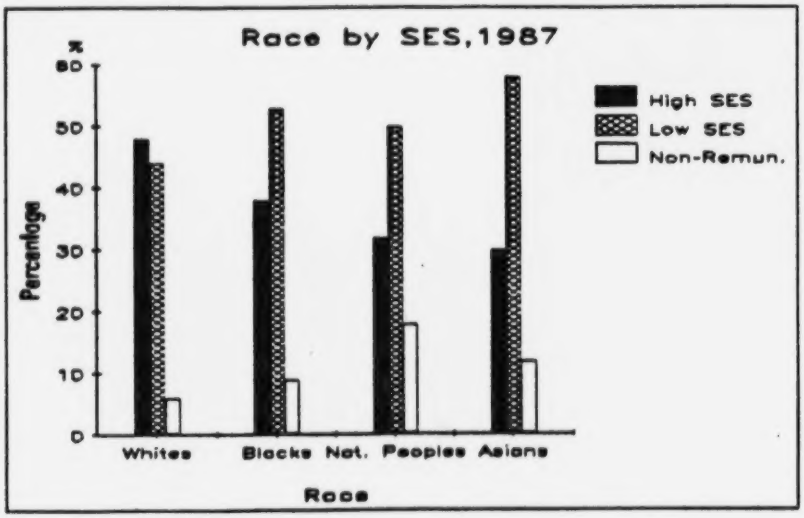

Figure 12: Race by SES

2.7 Student Characteristics over Time, 1980-87

Comparisons to two earlier surveys (1980 and 1983) allow us to trace changes which have occurred over time. Table 2 summarizes the changes in five demographic characteristics for all Grade 9 students between 1980 and 1987.

4. Ethnic variation among the White professionals ranges from 63% for the Jewish to 1% for the Portuguese. (See Appendix 18.)

Table 2: Summary of Changes in Selected Student Characteristics, 1980-

CHARACTERISTICS		1980[1] (%)	1983[2] (%)	1987[3] (%)
GENDER	Male	52	53	55
	Female	48	47	45
PLACE OF BIRTH	Canada	63	63	62
	Asia	10	14	19
	Europe	16	13	7
	Caribbean	5	4	4
	South + Central America	3	4	4
	Other	3	2	4
FIRST LANGUAGE(S)	English Only	51	49	53
	English and Other	24	24	16
	Other(s) Only	25	27	31
RACE	White	77	72	69
	Asian	15	20	22
	Black	7	7	8
	Native Peoples	1	1	1
PARENTAL PRESENCE AT HOME	Both	74	71	66
	Mother	18	20	21
	Father	3	3	5
	Other	5	6	8
SES*	High	37	37	45
	Low and Non-Remunerative	62	63	55

1 Grade 9 students only. (Research Report #161). SES for 2-parent families based on father's occupation.
2 Grade 9 students only. (Research Report #174). SES for 2-parent families based on father's occupation.
3 In order to compare the 1987 data with those of 1980 and 1983, only Grade 9 students' data are included in this table.
* The Blishen scale was divided in half to produce the high and low SES categories for the 1980 and 1983 data. See Section 2.6 for the derivation of the high and low SES categories for the 1987 data.

The data show that the proportion of Grade 9 students born in Canada, the Caribbean, and South and Central America has remained relatively constant between the early and the late 1980s. But the proportion of Grade 9 students born in Europe and Asia has changed quite dramatically. The percentage of those who came from Europe has dropped from 16% in early 1980s to 7% in 1987; but over the same period of time the percentage of students from Asia has increased from 10% to 19%.

Changes in the racial makeup of the student population reflect the changes discussed above. For example, the proportion of White students has fallen from 77% in 1980 to 69% in 1987, while the Asian group has grown from 15% to 22% over the same period. The proportion of Blacks and Native People has remained fairly constant.

Interestingly, among all Grade 9 students, the percentage of those whose first language is English has increased slightly, while the proportion for the "English and Other(s)" group has dropped quite significantly from 24% in 1980 and 1983 to 16% in 1987. On the other hand, the proportion of Grade 9 students whose first language is "Other(s) only" has risen steadily from 25% in 1980 to 27% in 1983 and 31% in 1987.

As far as family structure is concerned, the proportion of two-parent families has fallen steadily from 74% in 1980 to 71% in 1983 and to 66% four years later, while the proportion of those who live with single parents or guardians or living independently has increased gradually.

Table 2 also indicates a significant change in the socio-economic background of our Grade 9 student population over the seven-year period. In 1980 and 1983, well over 60% of the parents held jobs which fell into the low SES or non-remunerative categories. In 1987, the percentage of low SES and non-renumerative groups among Grade 9 students dropped to 55%. On the other hand, the percentage of high SES groups have increased from 37% in early 1980s to 45% in 1987. Unfortunately, 1986 census data are not yet available, and we cannot corroborate this finding by comparison to any other existing data base. It is also conceivable that changes in occupation titles over almost twenty years do not parallel changes in socio-economic status, but we have no evidence of this.

3 PROGRAM PLACEMENT

3.1 Distribution of Students by Type of School and Level of Study

Half of the students attend collegiates while relatively few (7%) are enrolled in schools offering predominantly Basic level programs. (See Figure 13.) About one-quarter of the students attend commercial or technical schools. Also, 12% of the students attend secondary schools that offer a combination of Advanced academic, commercial and/or technical courses (e.g., Northern and West Toronto).

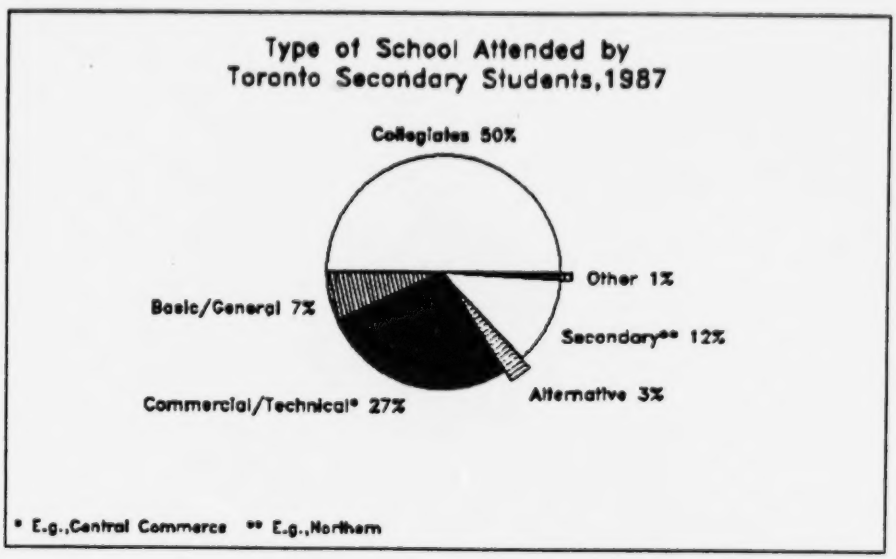

Figure 13: Distribution by Type of School

The level of study of students' programs is, of course, closely related to the kind of school which they attend. Figure 14 shows that nearly three-quarters of students are taking Advanced level programs, about a fifth are enrolled in mainly

General level programs, while few (7%) are taking programs mainly at the Basic level.[5]

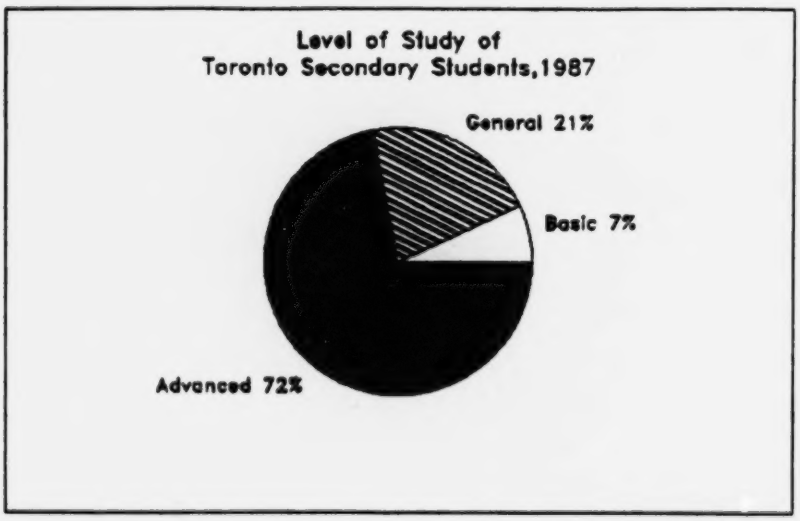

Figure 14: Distribution by Level of Study

Table 3 shows the distribution of Grade 9 students among the three levels of study over time. Since 1980, the proportion of Grade 9 students at the Advanced level has been rising steadily from just over half to closer to two-thirds of all Grade 9 students by 1987. Decreases in enrolment have been small at the General level, but substantial at the Basic level. The percentage of Grade 9 students enrolled in Basic level programs has dropped steadily from almost 20% in 1980 to 10% 1987.

5. The 224 students classified as Advanced-ESL attend-ing Greenwood Secondary School are omitted from Figure 14.

Table 3: Level of Study over Time, 1980-87 (Grade 9 Students)

	1980	1981	1982	1983	1987
Advanced	52%	56%	57%	58%	64%
General	29%	28%	26%	28%	26%
Basic	19%	17%	17%	14%	10%

3.2 Gender and Level of Study

Figure 15 shows that proportionately more female students are enrolled in Advanced level programs than male: 75% compared to 68%. Conversely, more male students are enrolled in General and Basic level programs.

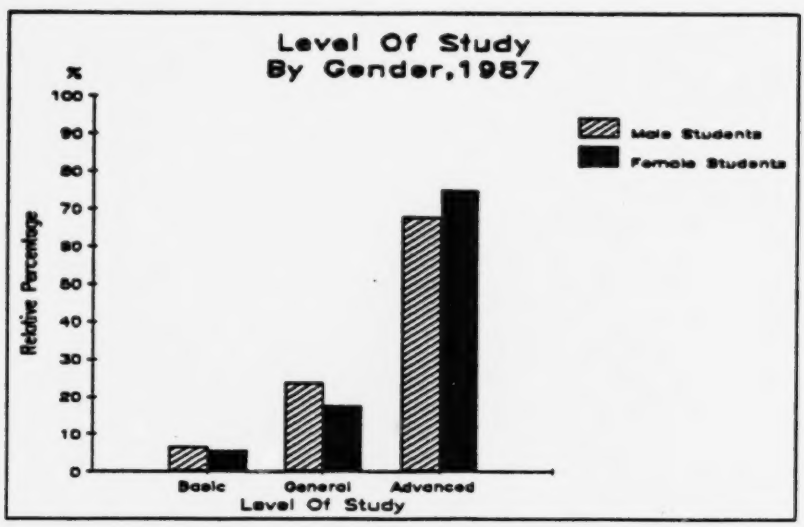

Figure 15: Level of Study by Gender

3.3 Birthplace and Level of Study

Figure 16 indicates that a higher proportion of Canadian-born students in each racial group are taking Advanced level programs than the proportion of the non-Canadian-born students. For example, 64% of Canadian-born Black students are in Advanced level programs compared to 49% of foreign-born Black students. (Also see Appendix 11.)

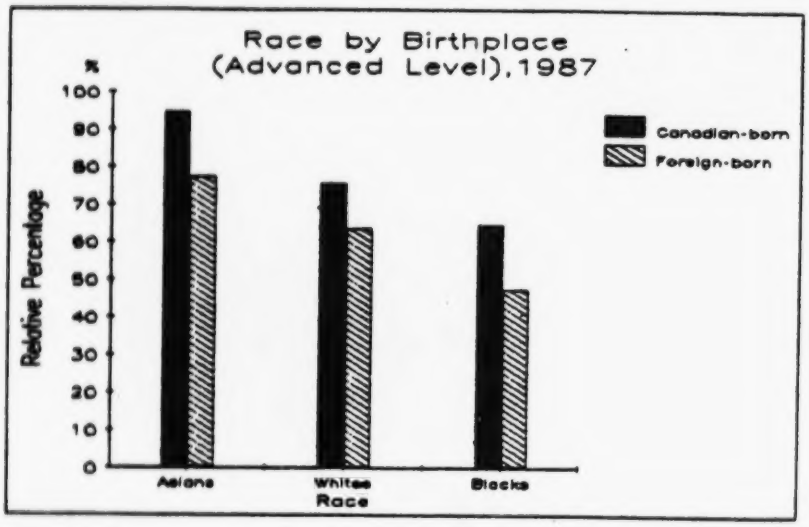

Figure 16: Race by Birthplace (Advanced Level)

3.4 Race and Level of Study

Figure 17 shows that Asian students are most likely to be studying at the Advanced level while Native students are least likely to be studying at the Advanced level. The previous grade nine survey (Wright and Tsuji, 1984, p.55) found the same kind of relationship between race and program placement, although the actual percentage of Grade 9 students of each race studying at the Advanced level has increased since 1983, most especially for Black and White students. (See Section 3.9 below.) Among Asians, high enrolment in Advanced level programs is most true for East Asians and in particular for the Koreans; among Whites, it is most true for the Jewish group. (See Appendices 10 and 18.)

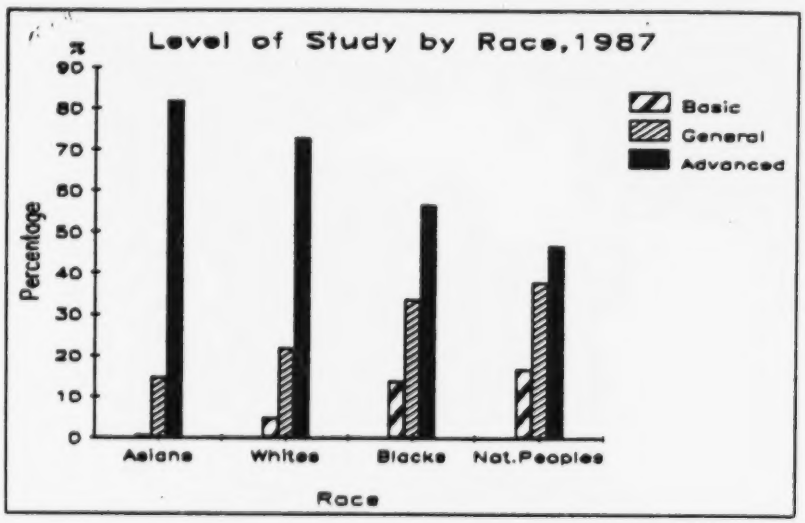

Figure 17: Level of Study by Race

However, it is worth noting that variations among the White ethnic groups are great. For example, the proportion of Portuguese in Advanced programs (51%) is more similar to that of the Blacks (53%) than to other White ethnic groups. The

variations among the Asian ethnic groups are not as dramatic; nonetheless, the difference between the Koreans (93%) and the Vietnamese (73%) in enrolment in Advanced level programs is still substantial. It should, however, be noted that the Vietnamese enrolment rate in Advanced level programs is nearly identical to the overall rate (72%). (See Appendix 18.)

More detailed analyses show that the relationship between level of study and race holds for both genders. (See Figures 18 and 19.) Among the males, Asians have the highest percentage in Advanced Programs (81%), followed by White students (67%). The Blacks (15%) and Native People (20%), on the other hand, have the highest percentages in the Basic and General level programs. The same can be said about the females from the various racial groups.

The earlier finding that females are more likely than males to be in Advanced programs (Figure 15) is observed again for each racial group (Figures 18 and 19). This difference is most apparent among the White students.

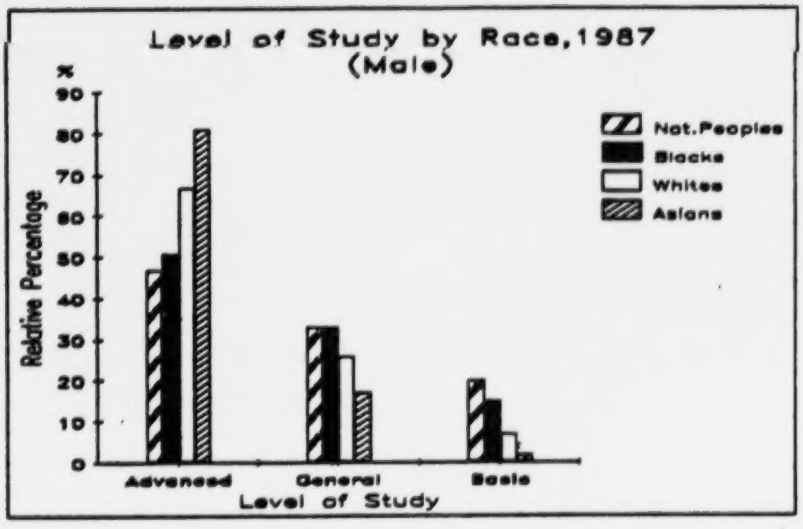

Figure 18: Level of Study by Race (Male)

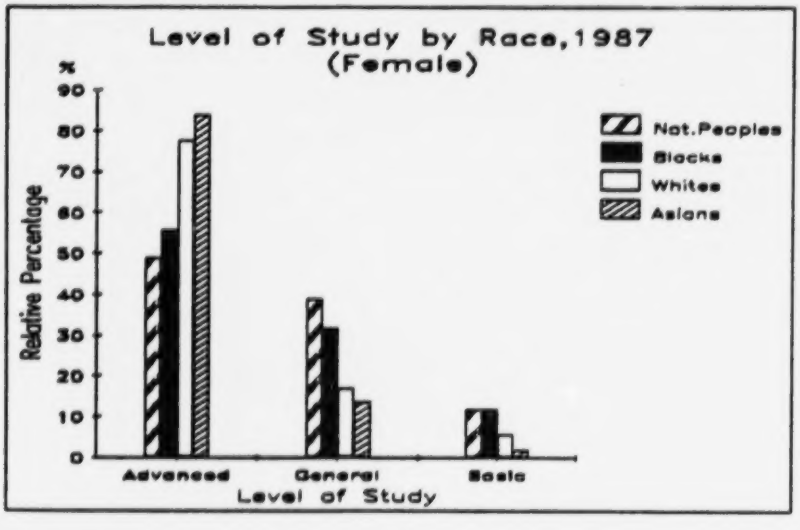

Figure 19: Level of Study by Race (Female)

3.5 Language and Level of Study

Figure 20 indicates that the Basic level programs have a slightly higher percentage of students whose first language is English only. The Advanced level programs, on the other hand, have a slightly higher percentage of students whose first languages include English and "Other(s)". Overall, this bilingual heritage group has a slightly lower rate of participation in Basic/General level programs and slightly higher participation in the Advanced level programs than the other two language groups.

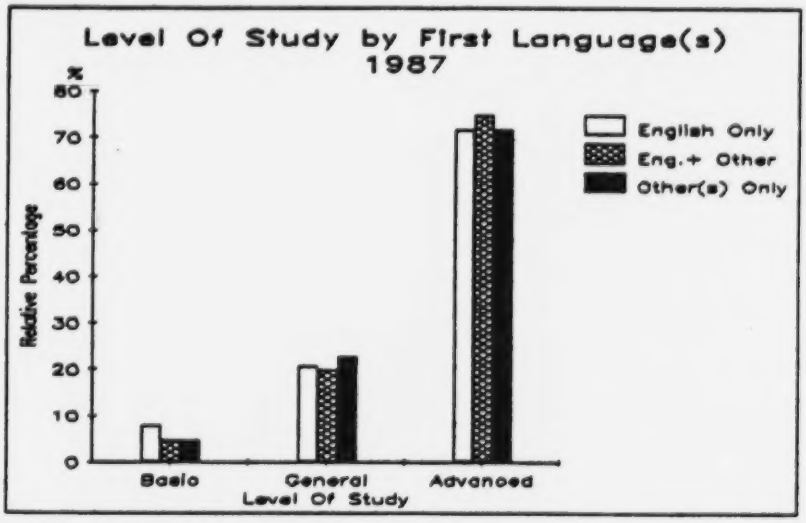

Figure 20: Level of Study by First Language(s)

3.6 Parental Presence and Level of Study

Figure 21 explores the relationship between parental presence at home and program placement. Among students in Basic level programs, one-third (31%) come from mother-only households and half (55%) from two-parent homes. Among students in the Advanced and General levels, about two-thirds have both parents at home, and approximately one-fifth have only mothers at home.

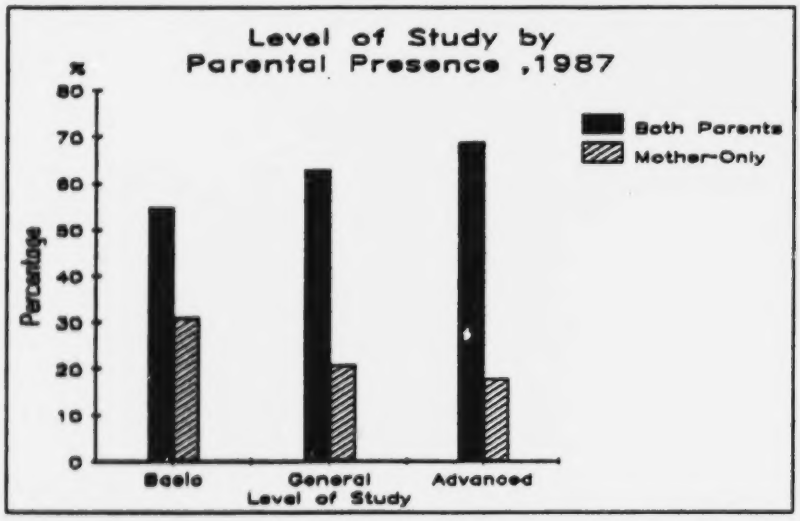

Figure 21: Level of Study by Parental Presence

3.7 Socio-economic Status and Level of Study

A relationship exists between level of study and socio-economic status (SES). Figure 22 shows that high SES students are more likely than low SES students to enrol in Advanced level programs. Conversely, low SES students are more likely than high SES students to enrol in Basic and General level programs. The percentage of students enrolled in Advanced programs gets progressively smaller as one moves from the professional (94%) to the unskilled (60%) category. The reverse is true for the Basic and General level programs. This pattern persists regardless of whether the students come from two-parent or single-parent homes. (See also Appendix 12.)

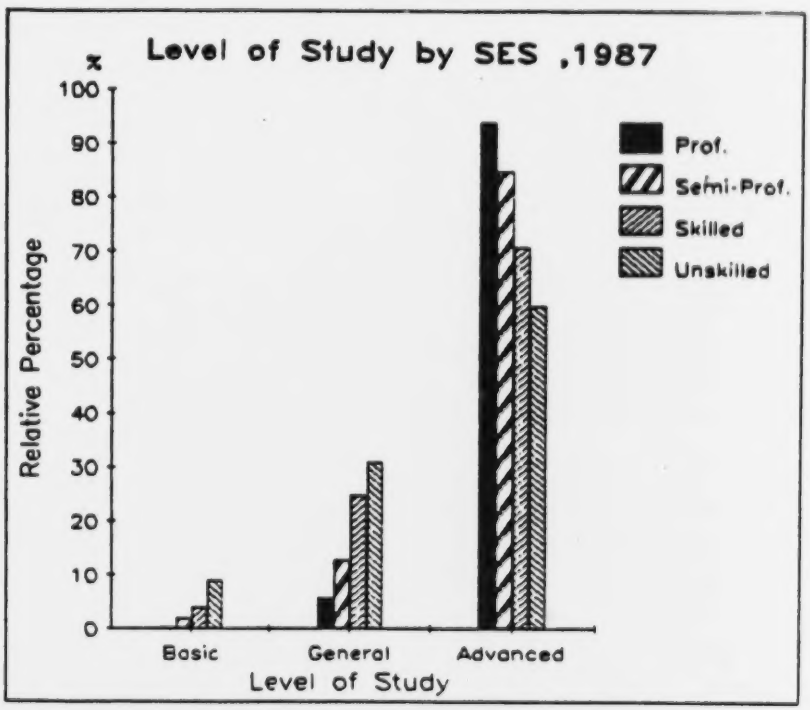

Figure 22: Level of Study by SES

Such findings are consistent with those reported in the 1984 Grade 9 survey. Although a different SES scale was used, the findings are essentially the same:

> ... there is a clear pattern which shows that students with parents in the upper occupational category are almost twice as likely to be taking their courses at the Advanced level as students whose parents are in the lowest occupational category. (Wright and Tsuji, 1984, p.60.)

It should be noted, however, that the percentage of Grade 9 students from a low SES background enrolled in Advanced level programs has increased from 48% in the last report to 57% in this survey. (For more details, see p.35 and Table 23.)

The relationship between level of study and SES remains after controlling for race. An examination of the three largest racial groups (Whites, Blacks and Asians) again reveals a decrease in representation of students in Advanced level programs as SES category goes down from high to low within each racial group. (See Figure 23.)

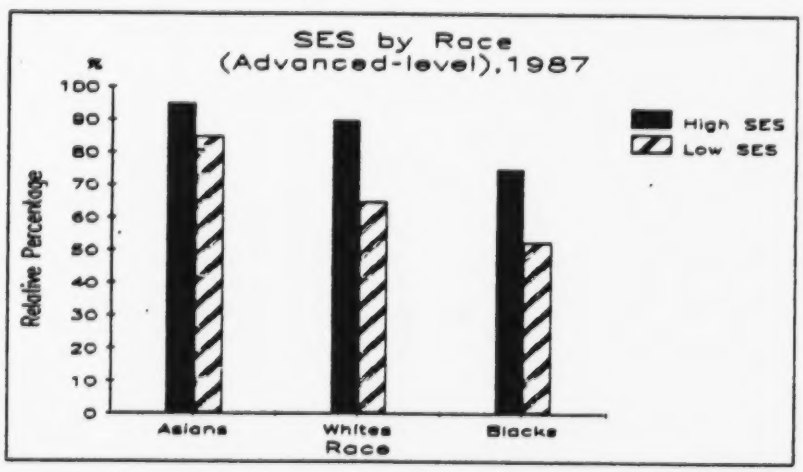

Figure 23: SES by Race of Students (Advanced Level)

To put this differently, White high SES students are more likely to attend Advanced programs than White low SES students. The same can be said about high and low SES Black and Asian students. However, it is worth noting that the magnitude of difference between high SES and low SES students in the Advanced programs is greatest for Whites, (90% vs 65%) and smallest for Asians (95% vs 85%). Low SES does not appear to be as significant an obstacle to enrolment in Advanced level programs for the Asians as for Whites and Blacks. The percent of Asians in Basic-level programs is low regardless of SES. (See Appendix 13.) While the relationship between social class and level of study is constant across race, its degree of impact differs by race. Both Whites and Blacks, for example, are over-represented in Basic level programs while Asians by way of contrast are over-represented at the Advanced level of study. Similarly students whose parents are unskilled or fall into the low SES categories are over-represented in Basic level programs while students whose parents are professionals are over-represented at the Advanced level of study.

3.8 Student Characteristics by Level of Study in 1987: A Summary

Table 4 summarizes the characteristics of students enrolled in the different levels of study based on the findings presented thus far.

Table 4: Student Characteristics by Level of Study, 1987

STUDENT CHARACTERISTICS		ALL LEVELS 100% (N=27935)	ADVANCED LEVEL 72%* (N=18701)	GENERAL LEVEL 21%* (N=5570)	BASIC LEVEL 7%* (N=1784)
GENDER	Male	53%	50%	60%	58%
	Female	47%	50%	40%	42%
PLACE OF BIRTH	Canadian-born	58%	61%	57%	55%
	Foreign-Born	42%	39%[1]	43%[2]	45%[3]
FIRST LANGUAGE(S)	English Only	51%	51%	49%	62%
	English + Other	17%	17%	16%	12%
	Other(s) Only	32%	32%	35%	26%
RACE**	White	62%	62%	64%	69%
	Asian	24%	27%	18%	8%
	Black	7%	5%	11%	16%
PARENTAL*** PRESENCE AT HOME	Both Parents	66%	69%	63%	55%
	Mother Only	20%	18%	21%	31%
	Father Only	5%	5%	4%	4%
SES	Professional	22%	28%	7%	2%
	Semi-Professional	22%	25%	15%	13%
	Skilled/semi-skilled	31%	29%	40%	31%
	Unskilled	15%	11%	24%	32%
	Non-remunerative	9%	7%	14%	22%

* The percent distribution of students by program is based on the 26055 students who reported these three types of programs. There were an additional 224 students in Advanced ESL programs and another 1656 students who gave no information about their level of study.

** Only the three largest racial groups are listed. The Asian group includes East Asians, South-East Asians and South Asians.

*** The percentages in this category do not add up to 100% because the figures for those students living with "Other(s)" are not presented in this table.

1 Most of these foreign-born students came from East Asia (28%) and S.E. Asia (24%).

2 The four major areas where these students came from are S.E. Asia (24%), Europe (23%), the Caribbean (16%) and East Asian (13%).

3 Most of these students came from Europe (33%) and the Caribbean (28%).

3.9 Relationship Between Level of Study and Student Characteristics over Time, 1970-1987

Table 5 summarizes the relationship between level of study - the one performance variable in which we have data over time - and gender, birthplace, first language, race, SES and parental presence in the home. Clearly, the significance of these student characteristics for level of study has persisted over time.

Table 5: Significant Relationships between Level of Study and Student Characteristics, 1970-87

RELATIONSHIPS	1970[1]	1975[2]	1980[3]	1983[4]	1987[5]
Gender by Level of Study	Yes	Yes	Yes	Yes	Yes
Place of Birth/First Language(s)* by Level of Study	Yes	Yes	Yes	Yes	Yes
Race by Level of Study	nd	nd	Yes	Yes	Yes
Parental Presence by Level of Study	nd	nd	Yes	Yes	Yes
SES by Level of Study	Yes	Yes	Yes	Yes	Yes

1 All students. (Research Reports #91 and #98).
2 All students except for SES which refers to secondary school students only. (Research Reports #138 and #139).
3 Grade 9 students only. (Research Report #161). SES for 2-parent families based on father's occupation.
4 Grade 9 students only. (Research Report #174). SES for 2-parent families based on father's occupation.
5 All secondary school students.

nd = No data.

* Earlier surveys combined these two variables into four categories
1) Born in Canada, English/French first language;
2) Born in Canada, English/French not first language;
3) Foreign-born, English/French first language; and
4) Foreign-born, English/French not first language.

Female students are more likely to take Advanced level programs than males. And generally, Canadian-born students for whom English is a second language tend to have slightly higher representation in Advanced level programs than those who are foreign-born and learned a first language other than English or French.

Also, Asian students, followed by White students, are more likely to take Advanced level programs than Black and Native students. Students from high SES households are more likely to take Advanced level programs than those from low SES homes. Students from two-parent households tend to have a higher representation in Advanced programs than those from mother-only homes. These relationships have shown a remarkable persistence over time.

Nevertheless, it is important to point out that despite the similar patterns over time, 1987 data do indicate an upward move in Grade 9 program enrolment across <u>all</u> racial and SES groups. (See Tables 6 and 7.) For example, the percentage of Black students enrolled in Grade 9 Advanced level programs has increased from 38% in 1983 to 45% (an 18% increase) in 1987, while White students have increased from 56% to 65% (a 16% increase) and Asians from 75% to 76% (a 1% increase). As far as Basic level programs are concerned, the percentage of Black students in Grade 9 studying at this level of study has dropped by 28% (from 29% to 21%) over the past four years, while the

percentage of Asian students studying at the Basic level has declined by 6%.

Similarly, the proportion of the low SES group (mainly blue collar) represented at the Advanced level has risen from 48% to 57% in 1987 (a 19% increase), whereas that of the professional group has changed from 91% to 94% (a 3% increase). Indeed, the overall percentage of Grade 9 Advanced program enrolment has increased by 10% over the four-year period from 58% in 1983 to 64% in 1987.

Table 6: Level of Study and Race over Time, 1983-87 (Grade 9 Students)

RACE	1983			1987		
	Advanced	General	Basic	Advanced	General	Basic
Black	38%	33%	29%	45%	34%	21%
White	56%	29%	15%	65%	26%	9%
Asian	75%	18%	7%	76%	21%	3%
Overall	58%	28%	14%	64%	26%	10%

Table 7: Level of Study and SES over Time, 1983-87 (Grade 9 Students)

SES	1983			1987		
	Advanced	General	Basic	Advanced	General	Basic
Professional	91%	8%	1%	94%	6%	<1%
Blue-collar	48%	34%	18%	57%	35%	8%
Overall	58%	28%	14%	64%	26%	10%

4 STUDENT ACHIEVEMENT (I): CREDIT ACCUMULATION

This chapter and the following one are an extension to the previous Grade 9 surveys. Aside from understanding the social and demographic characteristics and program placement of students, the Race Relations Committee has also expressed its interest in the students' school achievement. In the remainder of the report, students' achievement will be examined from two perspectives: (i) credit accumulation, and (ii) school marks. In this chapter, credit accumulation will be discussed in relation to students' demographic and social background.

The data on students' accumulated credits are derived from the OSR (Ontario Student Record) History File maintained by the Computer Services Department. Since the OSR History File does not record courses that students have failed, an examination of the total number of credits a student has accumulated compared to the average number accumulated by students per year can be used as one indicator of his/her rate of school performance, since number of credits is reduced by course failure.

In the following sections, we look at number of credits accumulated by age 15. Students who have accumulated fewer than one full year (eight credits) by this age have probably either failed some of their secondary school courses, failed to receive credit for one full year in elementary school, or both. Failure to accumulate secondary credits as well as failure and grade

repetition in elementary school are both highly predictive of secondary school non-completion (dropping out).

4.1 Gender and Credit Accumulation

Male students tend to complete credits at a slower rate than female students. Figure 24 shows that at age 15, 40% of the males have fallen behind the expected rate of credit accumulation as compared to about a quarter of the female students. In other words, more females than males have accumulated eight or more credits.

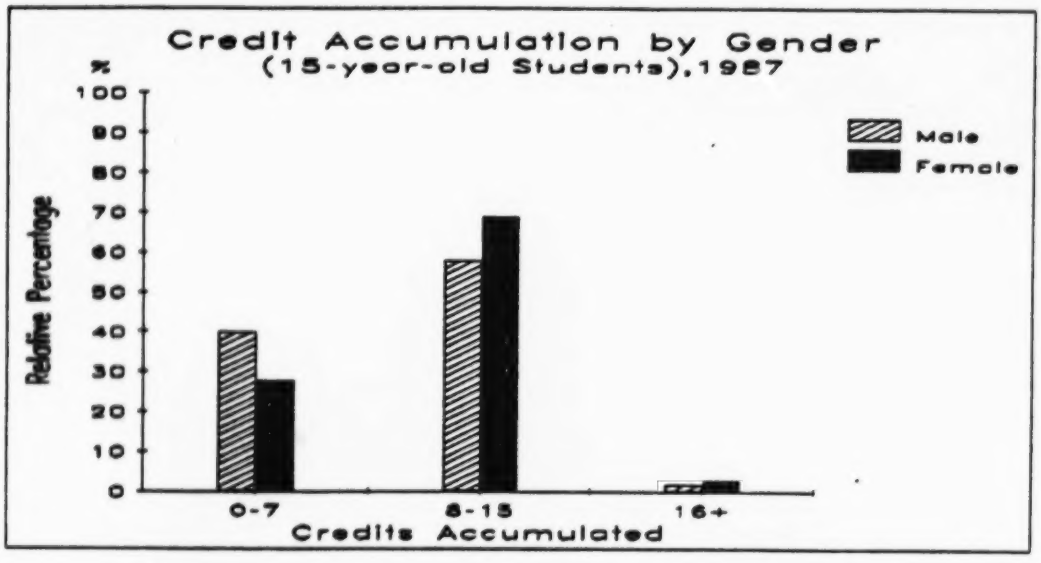

Figure 24: Credit Accumulation by Gender

4.2 Birthplace and Credit Accumulation

Figure 25 shows that 67% of 15-year-old Ontario-born students have completed 8-15 credits, which are within the expected range of credits for a 15-year-old student. But as many as 31% of their peers can be said to be performing below average, since they have accumulated less than the expected number of credits. A more detailed breakdown of the data by individual country shows that more students born in Jamaica (68%), Portugal (65%) Guyana (55%) and Vietnam (45%) are lagging behind in terms of credit accumulation. (See Appendix 14.) Because these 15-year-old students have fallen behind, they are particularly at risk as drop outs. On the other hand, more students from South Korea (81%) are performing well in this respect.

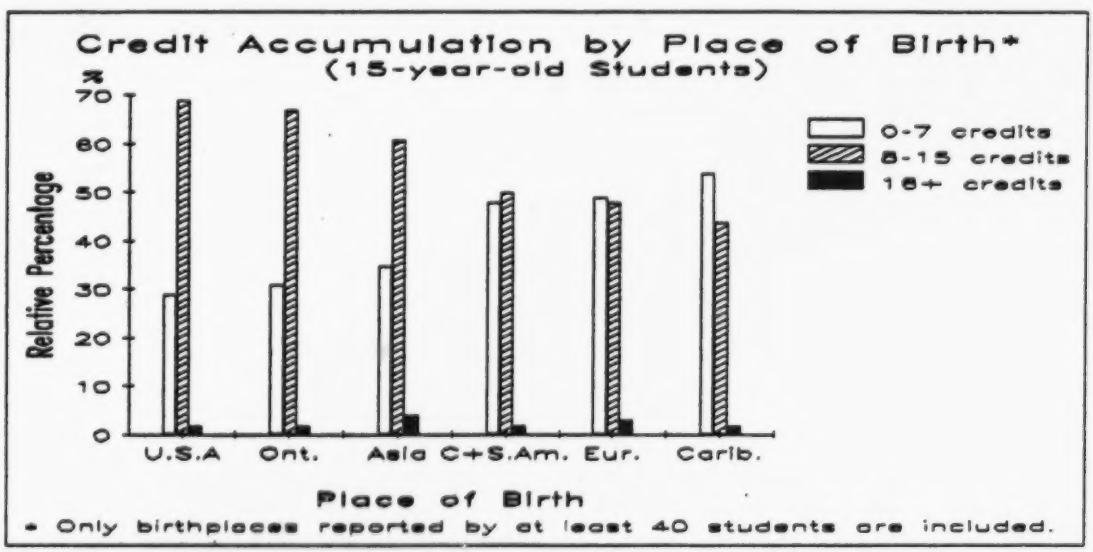

Figure 25: Credit Accumulation by Birthplace

4.3 Race and Credit Accumulation

Figure 26 shows that over half (54%) of the 15-year-old Black students have completed only 0-7 credits. In other words, about one-half of these students have already fallen behind by the time they reach 15 years of age. This compares to one-third (33%) of all White students and one-quarter (26%) of all Asian students who are behind in credit accumulation by age 15. (See Appendix 15.) However, a breakdown of the white students by ethnicity shows considerable variation. (See Appendix 18.) For example, the percent of 15-year-old students with fewer than eight credits ranges from 56% for the Portuguese to 16% for the Jewish. Similar observations can be made within the Asian racial group, where 46% of the Vietnamese students have completed only 0-7 credits as contrasted to 11% of the Korean students.

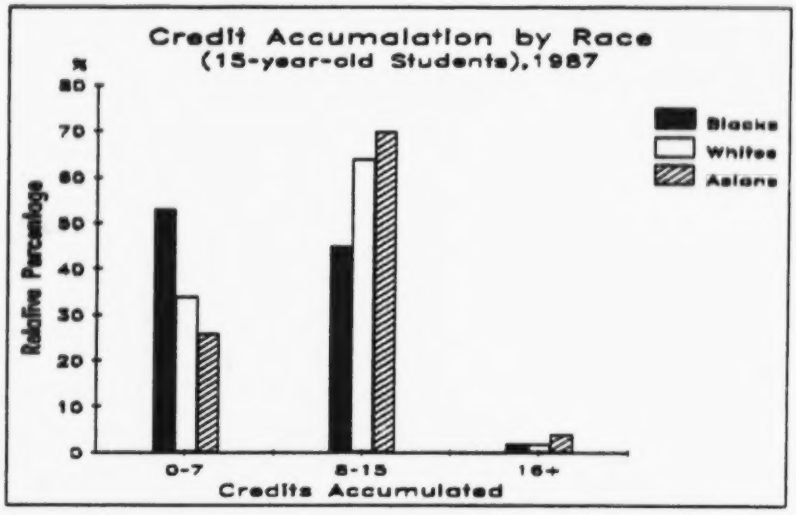

Figure 26: Credit Accumulation by Race

Figures 27 and 28 show the relationship between gender and the rate of credit completions by the three racial groups.

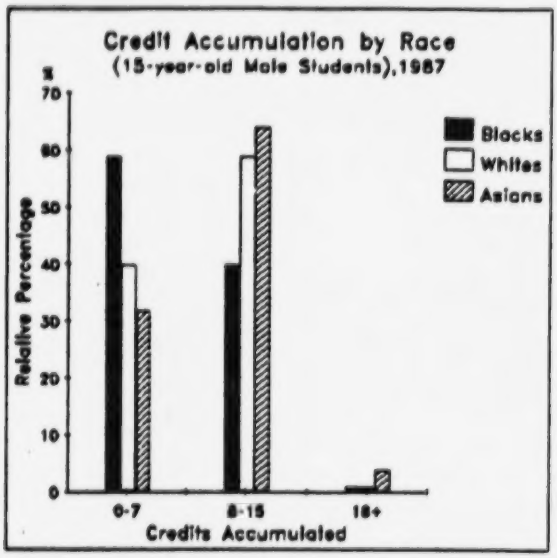

Figure 27: Credit Accumulation by Race (Male)

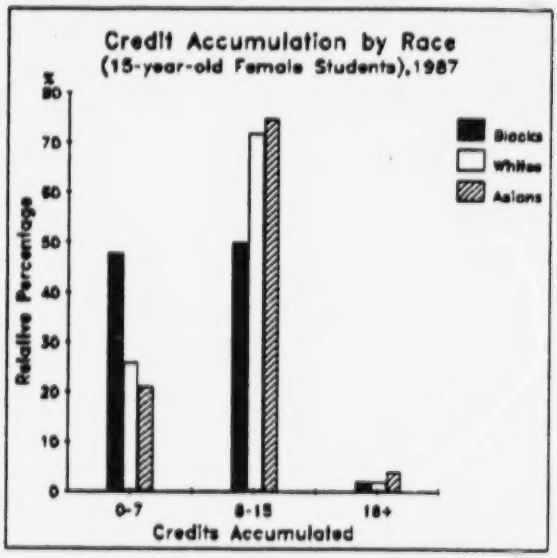

Figure 28: Credit Accumulation by Race (Female)

For both males and females, the relative rankings of the racial groups remain essentially the same. Within each gender, Asian students complete credits most quickly, followed by White and

then Black students. For all racial groups, the female students tend to outperform the male students.

When credit accumulations are examined by race and place of birth, two major trends emerge. One is that the relative performance of the three largest racial groups is the same for both Canadian-born and foreign-born students. (See Figures 29 and 30.) That is, within each of the birthplace groups, Asian students are most likely to be at the expected level of credit accumulations (ie. 8-15 credits), followed by White students and Black students. The second trend is that within each racial group, Canadian-born students are completing credits at a faster rate than foreign-born students.

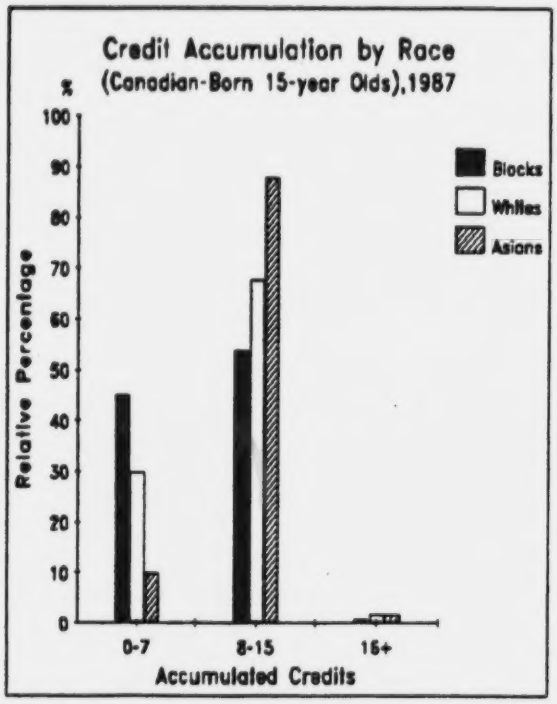

Figure 29: Credit Accumulation by Race (Canadian-born)

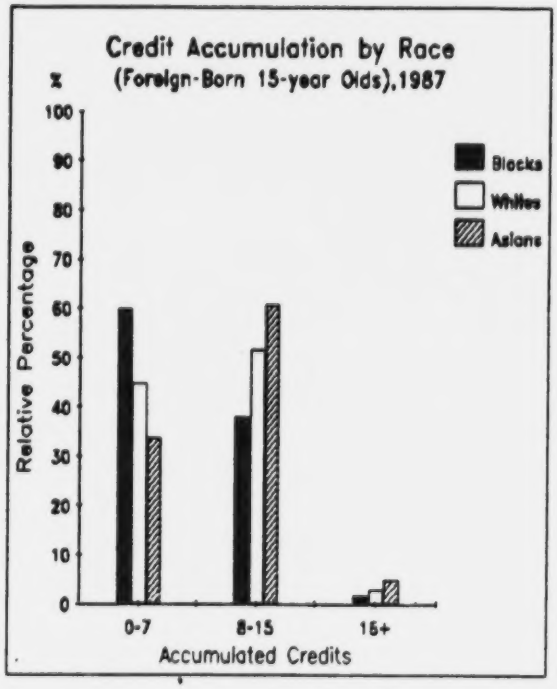

Figure 30: Credit Accumulation by Race (Foreign-born)

4.4 Language and Credit Accumulation

The relationship between first language(s) learned and the rate at which students complete secondary school credits is presented in Figure 31. It shows that students whose first language is "Other only" are most likely to lag behind in credit accumulation (40% with 0-7 credits), while those with "English and Other" as first languages are least likely to be behind (29% with 0-7 credits).

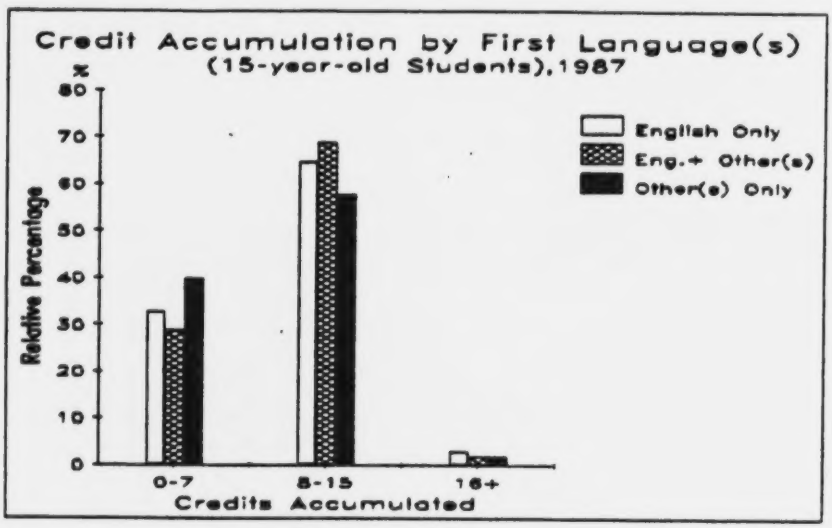

Figure 31: Credit Accumulation by First Language

4.5 Socio-economic Status and Credit Accumulation

Figure 32 shows the clear relationship between SES and credit accumulation. The higher the SES of the family, the more likely it is that the student performs at or above the average in terms of credit completion at age 15. (See Appendix 16.)

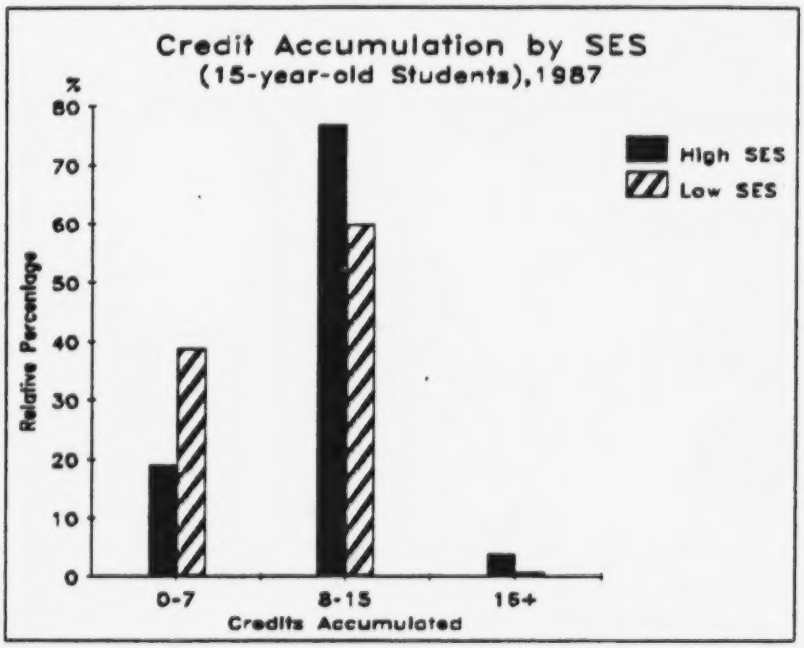

Figure 32: Credit Accumulation by SES

4.6 Parental Presence and Credit Accumulation

Parental presence in the home shows a relationship to credit accumulation. (See Figure 33 and Appendix 17.) Students from two-parent households tend to perform better than those from single-parent households.

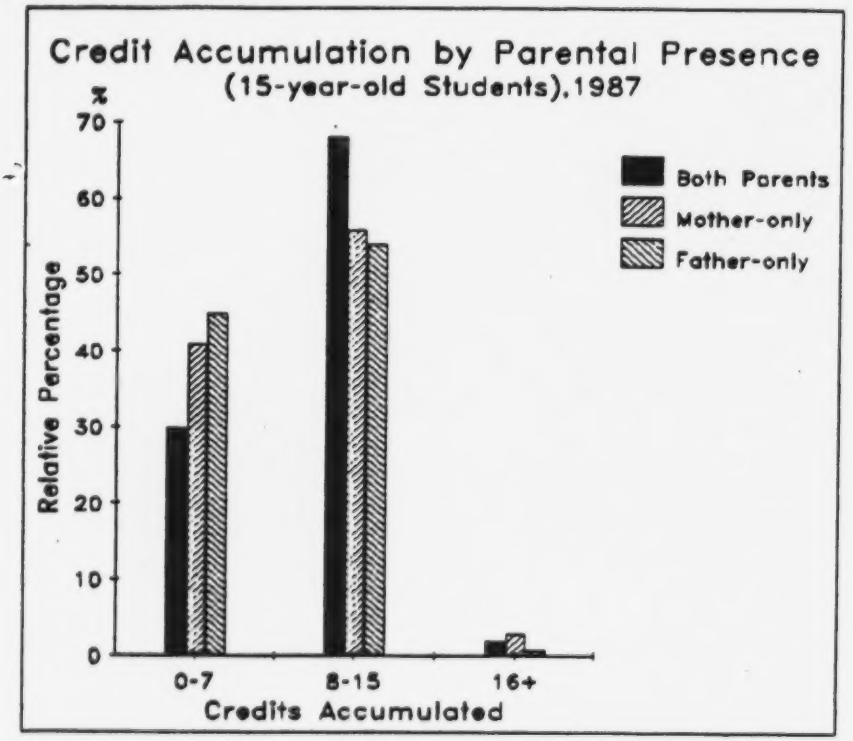

Figure 33: Credit Accumulation by Parental Presence

4.7 Level of Study and Credit Accumulation

Finally, Figure 34 shows the relationship between the rate at which credits are completed and level of study. Almost 90% of the students taking Basic level programs are lagging behind in terms of credit accumulation by the time they are 15 years of age. This falls to 21% of the students taking Advanced level programs. Only among students in Advanced level programs is the majority (75%) accumulating credits at a normal rate (8-15 credits).

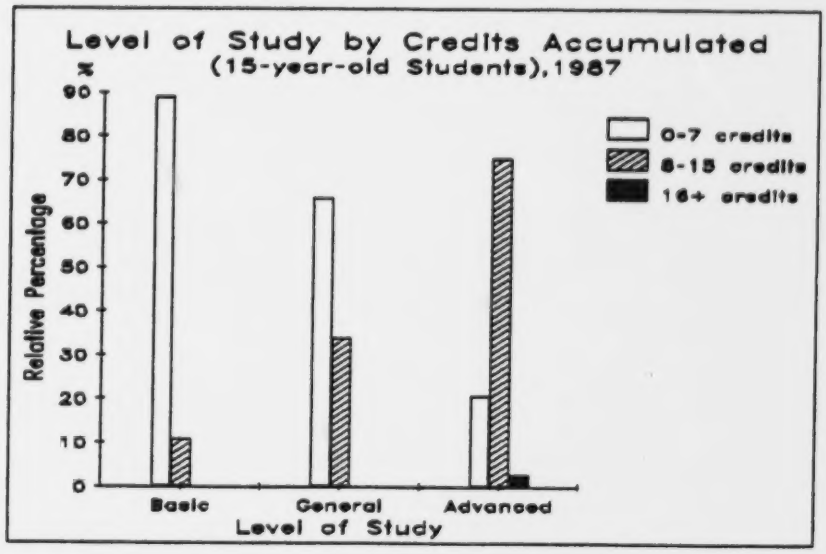

Figure 34: Level of Study by Credit Accumulation

4.8 Student Characteristics and Credit Accumulation: A Summary

Table 8 provides a concise summary of the student characteristics presented in the preceding section.

Table 8: Student Characteristics by Credit Accumulation, 1987 (15-year-old Students)

STUDENT CHARACTERISTICS		0-7 Credits 34% (N=1264)	8-15 Credits 64% (N=2376)	16+ Credits 3% (N=94)
GENDER	Male	40%	58%	2%
	Female	27%	70%	3%
PLACE OF BIRTH	Canadian-born	31%	67%	2%
	Foreign-born	41%	56%	4%
FIRST LANGUAGE(S)	English Only	33%	65%	3%
	English + Other	29%	69%	2%
	Other(s) Only	40%	58%	2%
RACE*	White	34%	64%	2%
	Asian	26%	69%	4%
	Black	53%	45%	2%
PARENTAL PRESENCE AT HOME	Both Parents	31%	67%	2%
	Mother Only	43%	54%	3%
	Father Only	44%	55%	1%
SES	Professional	18%	77%	5%
	Semi-Professional	32%	66%	2%
	Skilled/semi-skilled	45%	54%	1%
	Unskilled	45%	54%	1%
	Non-remunerative	51%	48%	2%

* Only the three largest racial groups are listed. The Asian group includes East Asians, Southeast Asians and South Asians.

5 SCHOOL ACHIEVEMENT (II): SCHOOL MARKS

In this final section, students' school marks will be examined in relation to program enrolment and the various demographic and social characteristics discussed in the earlier sections. The school marks in this study are based on the cumulative marks recorded in the OSR History File. It is understood that these cumulative marks are <u>not</u> standardized measures due to, for example, different programs of study and the variety of subjects individual students have enrolled in. To increase the comparability of their school marks, two steps are taken. First, the students' marks are compared separately according to their level of study. Second, only English and Mathematics credits, the two core subject areas, are used as indicators of students' academic achievement.[8] Each student thus has two average marks - one derived from the cumulative marks a student has obtained in his/her English credits taken since Grade 9, and the other from his/her cumulative Mathematics marks.

Since the OSR History File does <u>not</u> record students' failed marks, school achievement, in this particular section, has to be defined in terms of students' <u>rates of success</u>. That is, low achievers, whose marks are below 50, will not be included. For ease of analysis and interpretation, we classify the students' success rates into two major categories:

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8. It should be pointed out that only the basic academic skills - English and Mathematics - are considered. Other aspects of achievement - in such areas as social skills, physical education, artistic development, and writing and speaking skills - will not be examined due to the limitation of our existing data base.

High Achievement applies to students who have average marks of over 70 in <u>both</u> English and Mathematics.

Average Achievement applies to those who have average marks of 50s or 60s in <u>both</u> English and Mathematics.

Students who are good at one of the subject areas but average in the other will also be mentioned whenever is appropriate.

5.1 Student Marks and Levels of Study

Figure 35 presents the overall English and Mathematics mark distributions for students at the Advanced Level.

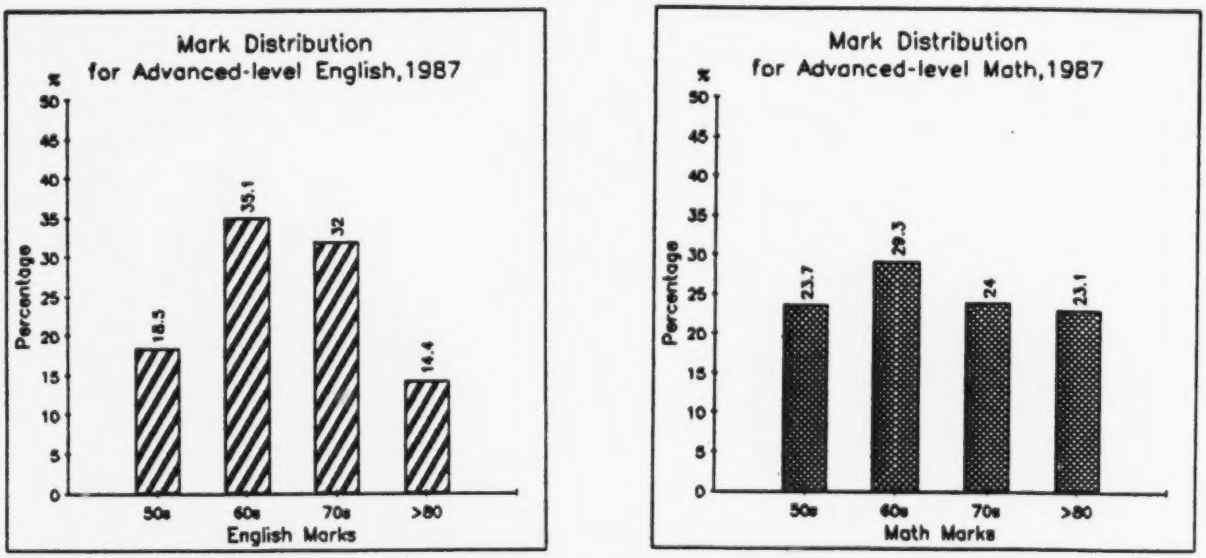

Figure 35: Mark Distribution (Advanced Level)

The overall mark distribution for Advanced level English courses indicates a higher concentration in the two middle ranges (60s and 70s) tapering off to the two tails (50s and over 80s). Although the pattern for Mathematics is less distinct than that of English, the overall distribution still has a slightly higher concentration in the middle ranges.

Interestingly, the pattern is distinctly different for General level programs. As illustrated in Figure 36, the mark distributions for both General level English and Mathematics are highly concentrated at the lower end - 50s and 60s. This finding corresponds to one reported in an earlier study by the Ontario Secondary School Teachers' Federation (King, 1986), which found that "Far fewer General level than Advanced level students receive marks over 75 percent ...." (p.56)

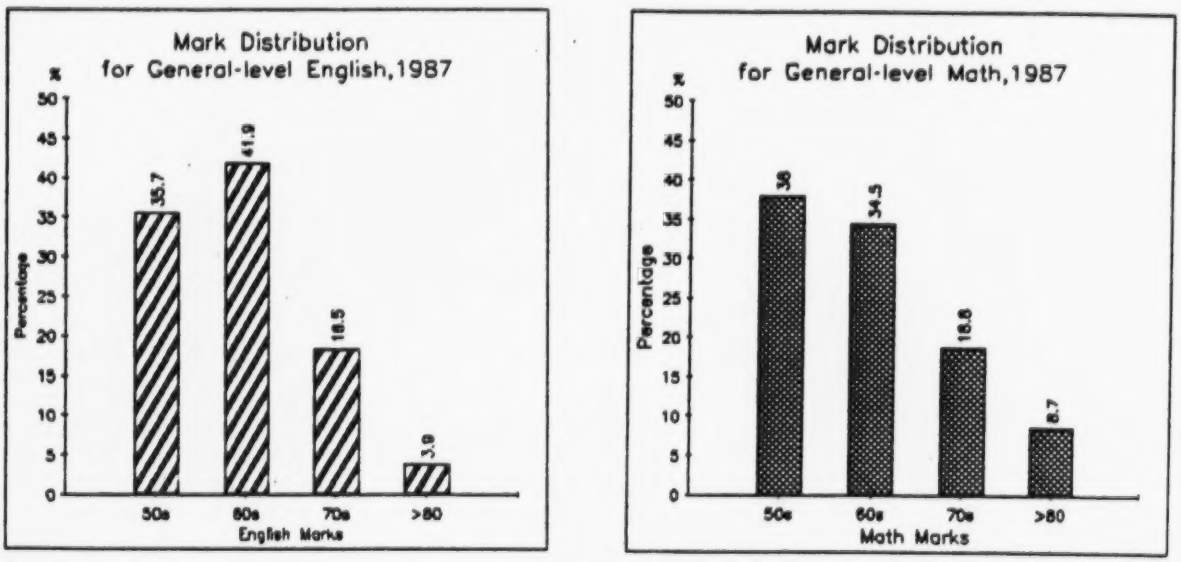

Figure 36: Mark Distribution (General Level)

For the Basic level, the mark distribution also tends to be skewed but not as notably as the General level. (See Figure 37.) At least, a slightly higher percentage of students at the Basic level are in the 70s range than their counterparts in General programs. Again this concurs with King's finding that "more Basic level than General level students receive marks over 75 percent." (p.56)

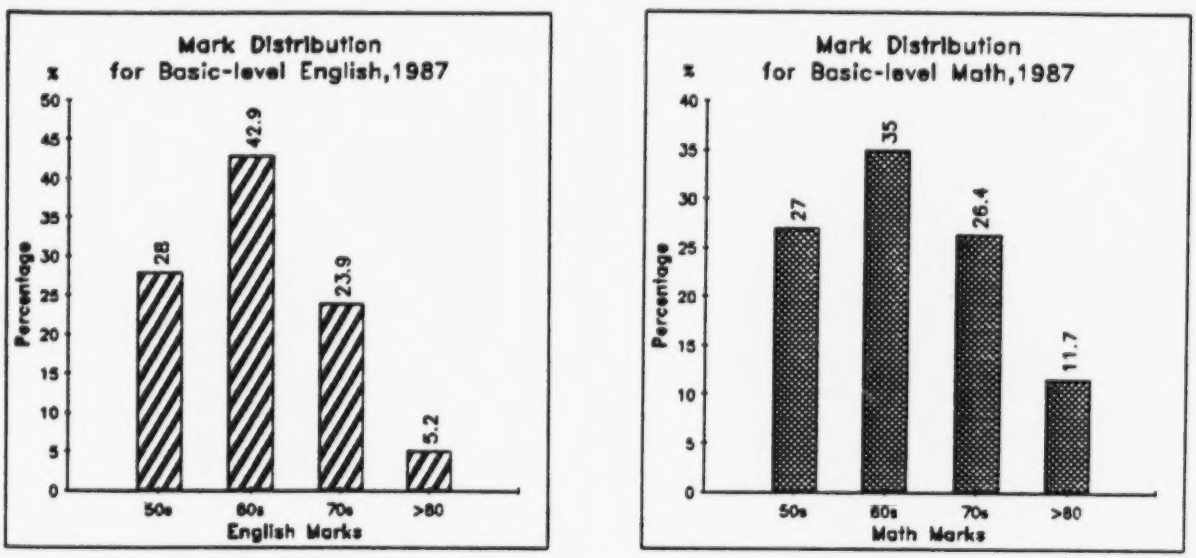

Figure 37: Mark Distribution (Basic Level)

With this in mind, let us examine student achievement and its relationship with other variables at each level of study.

5.2 Advanced Level

Gender and School Marks - Advanced Level

The gender distribution for those who take Advanced English or Advanced Mathematics is almost equal (about 50% each). However, a comparison of their English achievement shows that a much higher percentage of female students are in the over 70 range than their male counterparts (53% vs. 35%). In Mathematics, too, a slightly higher percentage of the female students are in the upper end than the male students (48% vs. 44%). Indeed, a similar finding is reported in King's study (1986) that "Girls obtain significantly higher marks than boys in all grades and in virtually every subject." (p.55)

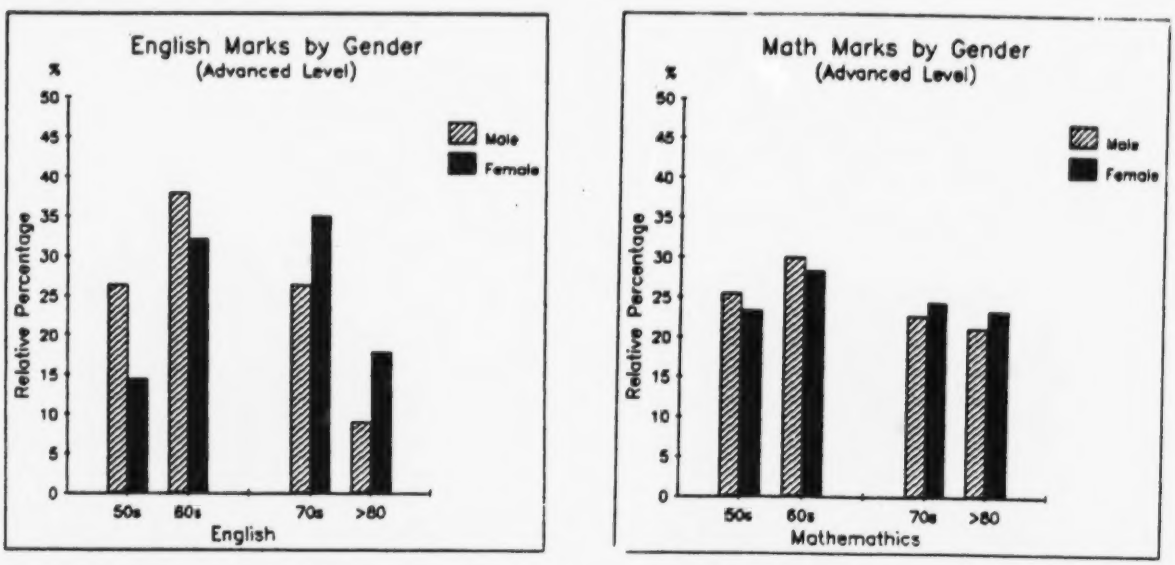

Figure 38: School Marks by Gender (Advanced Level)

Birthplace and School Marks - Advanced Level

A chi-square analysis indicates that differences in school achievement among students in Advanced programs have some relationship with their birthplace.

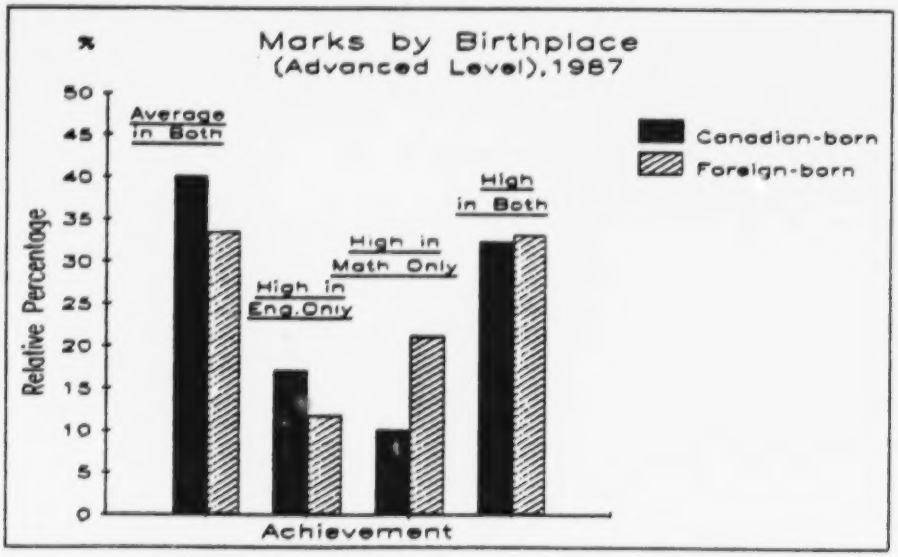

Figure 39: School Marks by Birthplace (Advanced Level)

As illustrated in Figure 39, within the high achievement category, the relative percentages for those who are Canadian-born and those who are foreign-born are similar (about 33% each). However, for the other achievement categories, there are significant differences between the two groups. A higher percentage of Canadian-born students are in the average achievement category than their foreign-born counterparts (40% vs. 34%). Also more Canadian-born than foreign-born students are high achievers in English only (17% vs. 12%); but the reverse is

true of high achievement in Mathematics only (21% foreign-born vs. 10% Canadian-born).

Socio-economic Status and School Marks - Advanced Level

A positive relationship between students' school performance and parental SES is evident among students at the Advanced level. That is, the higher the SES, the more likely the students are to be in the high achievement category. Among students whose parents are professionals, 42% achieve well in both English and Mathematics, as compared to 32% at the average achievement level; but the reverse is true for the other SES groups, in which a higher percentage of the students are average achievers (roughly 40%), as contrasted with 32% who achieve well in both subject areas. (See Figure 40.)

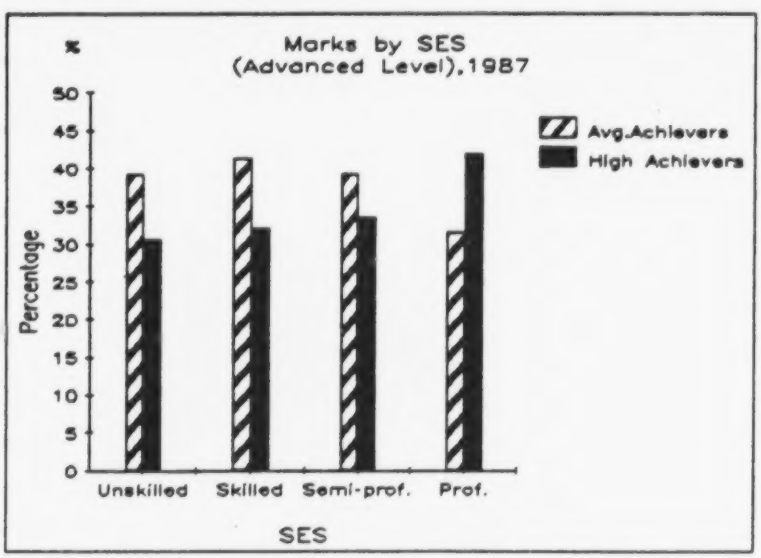

Figure 40: School Marks by SES (Advanced Level)

Parental Presence and School Marks - Advanced Level

Our analysis also confirms that those living with both parents tend to perform better than those with single parents.

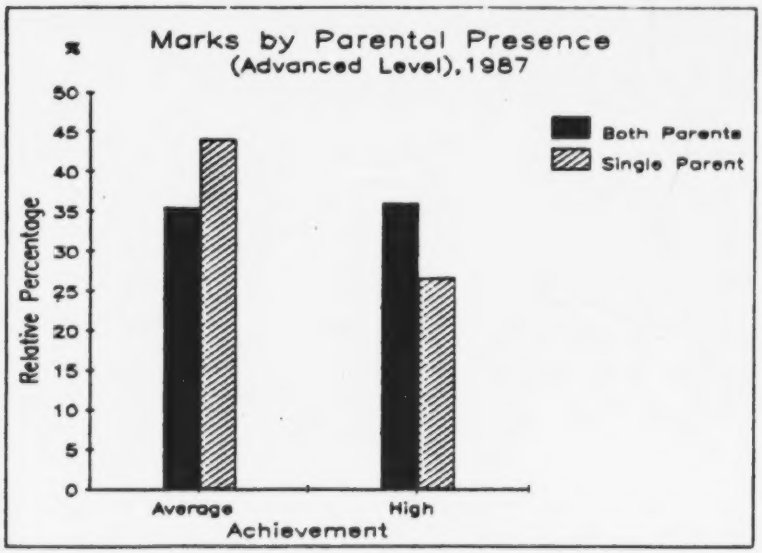

Figure 41: School Marks by Parental Presence (Advanced Level)

It was also found that although the positive association between SES and achievement persists for both types of family structure, as indicated in Figure 42, across all SES groups a significantly higher percentage of those living with both parents than those with single mothers are in the high achievement category.

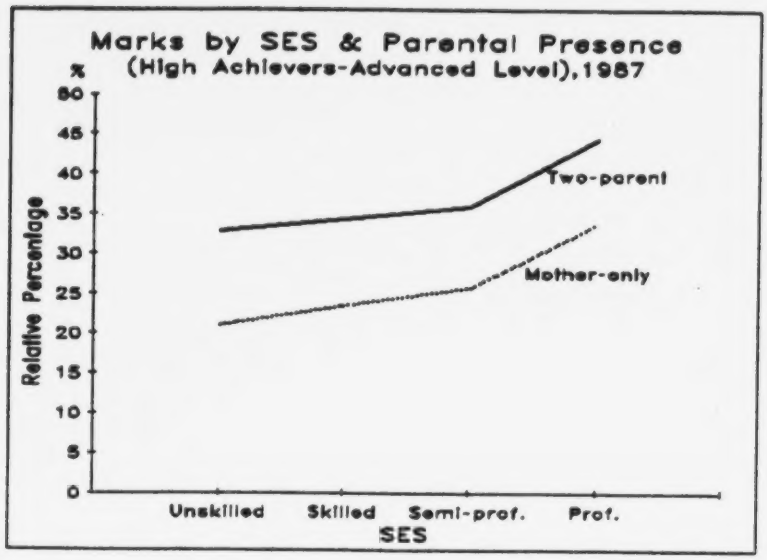

Figure 42: School Marks by SES and Parental Presence (Advanced Level)

First Language(s) and School Marks - Advanced Level

As Figure 43 indicates students whose first languages are "English and Other" or "Other(s) only" have a slightly higher percentage (36% and 35% respectively) in the high achievement category than those whose sole mother tongue is English (31%). Based on their first languages (see Appendix 5), one may assume that most of these high achievers are either recent immigrants or students with immigrant parents. A further examination of the data reveals that within the high achievement category, the major "other" language is Chinese (39%).

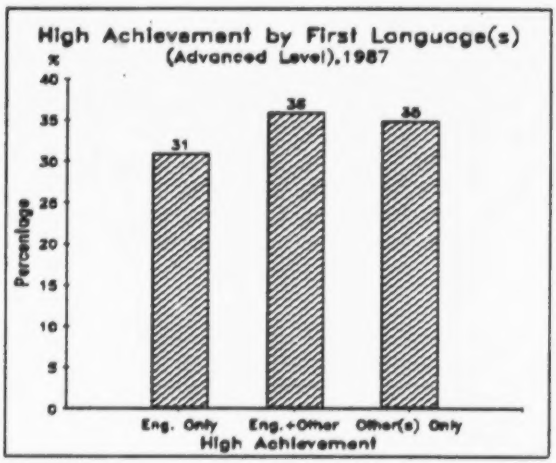

Figure 43: High Achievement by First Language(s) (Advanced Level)

The difference among the three language groups is more apparent when the two subject areas are considered separately. (See Figure 44.) "English and Other" group has the majority of its students who perform well in English (52%), while those whose mother tongues are "English only" or "Other(s)" have slightly lower percentages (48% and 46% respectively). As far as Mathematics performance is concerned, "Other(s)" have the highest

percentage (57%), followed by "English and Other" (48%) and "English only" (41%).

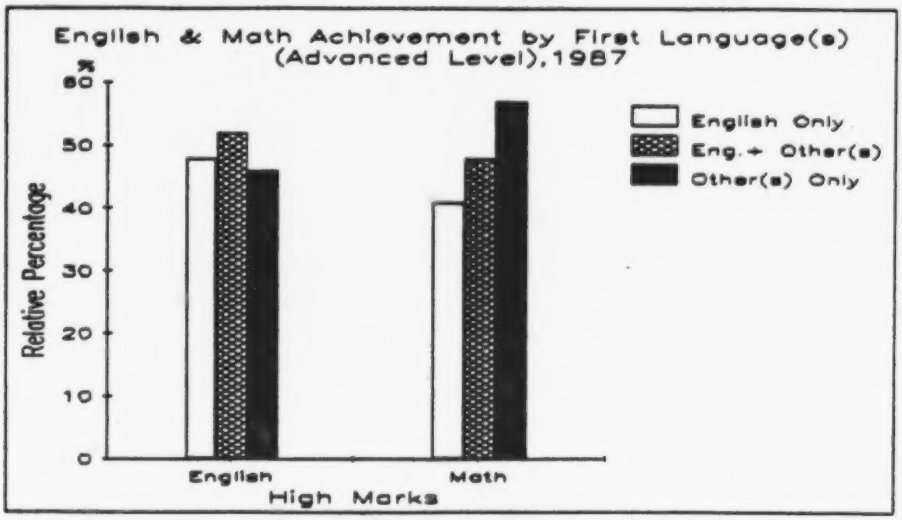

Figure 44: English and Math Achievement by First Language(s) (Advanced Level)

Race and School Marks - Advanced Level

A comparison of school achievement among the three largest racial groups indicates that students from different racial backgrounds achieve at different rates of success. Relatively speaking, Asian students have the highest percentage (42%) in the high achievement category, followed by Whites (33%) and Blacks (16%). (See Figure 45.)

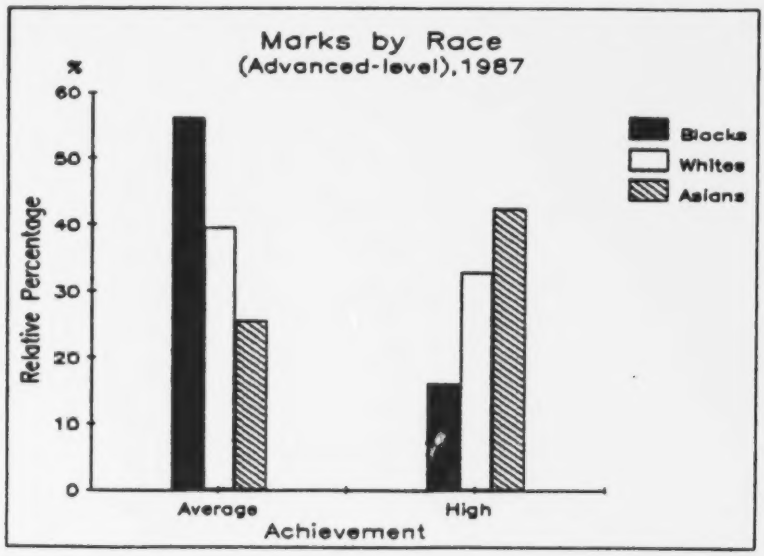

Figure 45: School Marks by Race (Advanced Level)

It should, however, be noted that variation in performance does exist within each racial group in terms of the students' cultural background. For instance, among Asians, Korean students are more likely to be high achievers than their Chinese counterparts, who in turn do better than Vietnamese. Among Whites, students of Jewish descent outperform other White ethno-cultural groups. Indeed, their rate of success is the same as that of Korean students. (For more details, refer to Appendix 18.)

While it has been argued that socio-economic factors may contribute to the discrepancy of performance among racial groups, Figure 46 does not wholly support the contention. It is true that within each racial group, students from the professional category are more likely than those from other SES categories to be high achievers. Hence, each of the lines on the graph moves upward from left to right. However, overall achievement differs among the three racial groups. For instance, within the professional category, Asian students are more likely to be high achievers than their White counterparts, who in turn are almost twice as likely to be high achievers as their Black peers. Indeed, the graph indicates that Asian students from low SES category (unskilled laborers) are as likely to achieve well as White students from high SES group (professionals). Black students, on the other hand, do not fare as well as the other two racial groups regardless of socio-economic background.

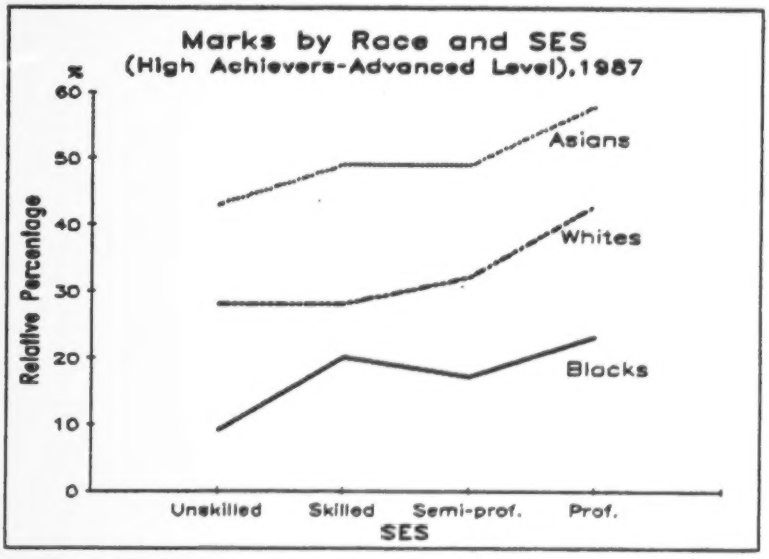

Figure 46: High Marks by SES and Race (Advanced Level)

Interestingly, students' place of birth has varying impact for the three racial groups. While birthplace does not have any significant relationship with the academic achievement of White students, it does produce some differences in the performance of Black and, particularly, Asian students. In both instances, a higher percentage of Canadian-born students are in the high achievement category than their foreign-born counterparts. (See Figure 47.)

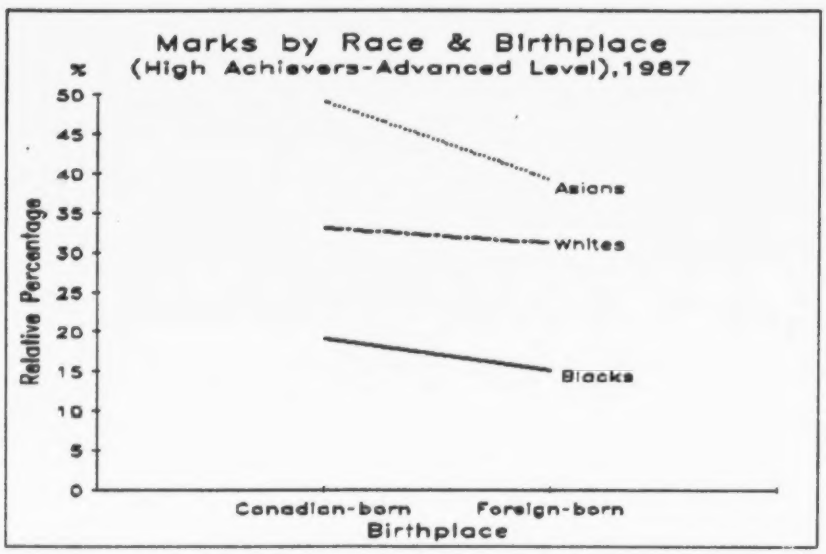

Figure 47: High Marks by Race and Birthplace (Advanced Level)

Figure 48 further shows that within each racial group, a higher percentage of female students are in the high achievement category than their male counterparts, although the percentage difference is smallest among Black students (2% difference).

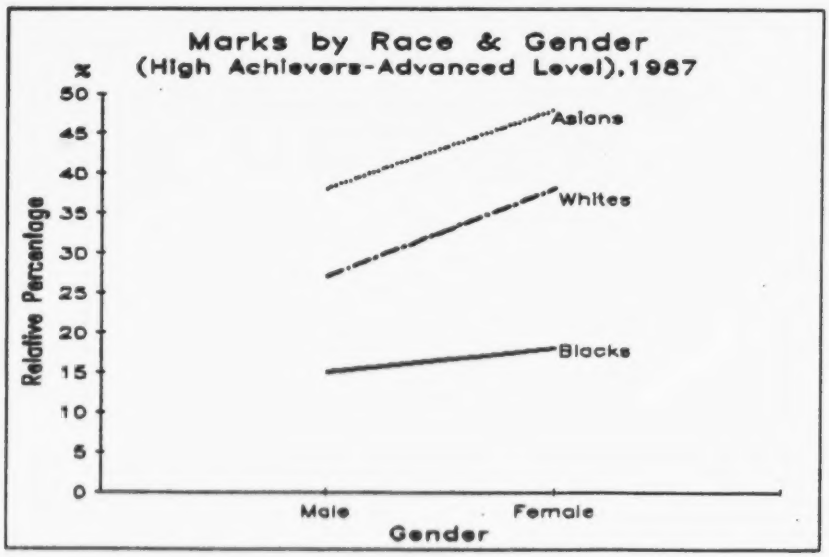

Figure 48: High Marks by Race and Gender (Advanced Level)

in a higher level program where indicated; that principals facilitate transfers to higher level placements where necessary and enlist the assistance of other Board staff to provide educational support for a smooth and successful transition.

That the Director's Office continue in its efforts to create organizational arrangements to provide Basic, General and Advanced Level programs which permit students to take courses at more than one level of difficulty in the same school.

Considerable payoff for students can also result from heterogeneous within-class grouping, as in cooperative learning models, which address adolescent students' need for peer contact within a positive, active, task-focussed structure. Cooperative learning in mixed-ability groups which reinforces both individual and group effort promotes significant academic progress for students of all kinds; but it shows special promise for low-achieving students (including those in Toronto classrooms)[11] and for students who come from cultural backgrounds which stress cooperation and collaboration -- as do Native students. As well, cooperative learning in small groups which have a mix of race and ethnicity has strong positive effects on inter-racial and inter-ethnic attitudes and behaviour. Cooperative learning strategies depend on mixed-ability groupings within classes. Many Toronto teachers, elementary and secondary, have been introduced to cooperative learning techniques over the last three or four years. Curriculum coordinators and consultants in several subject areas have offered in-service training and developed appropriate resource materials. As well, several Toronto Intermediate Division teachers and educators helped to develop

11. See, for example, Myers and Taylor, 1983; Ziegler, 1980.

and field test the Metro curriculum project handbook, Together We Learn, and have implemented learning activities based on its explanations and examples.

Increased attention to the dynamics of classroom environments as they enhance opportunities for the development of students' speaking, listening and thinking skills can be expected to produce more students whose functioning and motivation equip them for Advanced level work in secondary school. And because the students who show the greatest increase in achievement under conditions of cooperative, heterogeneous small group learning are those who otherwise have achieved least well, one can expect to see these groups make the largest strides, as our 1983-87 data indicate.

Transition and retention programs

The Toronto Board of Education's Curriculum Implementation Plan calls for each senior elementary and secondary school to develop a transition program to facilitate students' movement from Grade 8 to Grade 9. Many schools have developed innovative and well-designed programs to better connect teachers at the two levels, in order to insure both better guidance for students' school choices and better continuity of curriculum and teaching methods, to make students' first year in secondary school smoother and more successful. New programs have been developed (such as the Links program last year) to give students an in-

depth look at several kinds of secondary schools, to widen their choice.

Many schools are also putting efforts into expanding and improving their extra-curricular activities, as a way of increasing students' opportunities to feel part of the school community. Consistent with this approach is a recent recommendation found in The Education of Black Students report: that administrators and teachers encourage and support student clubs and groups which help to develop a sense of Black culture and identity.

Many secondary schools have implemented transition programs by instituting Grade 9 booster programs, special Grade 9 homerooms, teacher mentoring, and student buddy programs to facilitate the successful integration of Grade 9 students into the academic and social life of our large secondary schools.

One Toronto collegiate has taken a careful look at the first mid- term marks of its Grade 9 students, compared them to final marks in June, and discovered that the great majority of students who failed their year courses in June were failing in October. Spurred by this information, their school committee on transition has implemented and is continuing to develop an impressive array of special programs to facilitate success in Grade 9, programs which reflect great flexibility and commitment to their students' success.

Students who are failing their Grade 9 Mathematics course in October, for example, have been moved immediately into a special remedial program. Time has been slotted into the daily schedule for "homework", due before the student leaves school that day. Students and teachers are committing considerable extra time to scheduling these classes and maintaining involvement and effort.

In addition, and in common with another of our secondary schools, the Grade 9 homeroom concept is being developed as an opportunity for improving students' transition. Teachers who enjoy working with Grade 9s are volunteering to be homeroom teachers, and training and support documents help them to act as teacher-mentors for these students. At least one secondary school is considering a plan by which teachers would mentor a small group of students from Grade 9 through their diploma.

Such programs can be expected to result in lower drop-out rates, such that more students, no matter what their level of study, will be likely to achieve the diploma they all -- in Grade 9 -- intend to strive for.

The continuing efforts that staff at many schools put into facilitating students' transition to secondary school and through Grade 9 may be significantly contributing to more thoughtful and careful decision-making, in which students' potential is less likely to be overlooked. Recommendations 9 and 10 of the report on The Education of Black Students in Toronto Schools (quoted on p.92, above) reinforce this point.

Parental involvement

Finally, The Curriculum Implementation Plan as well as recent public statements by Toronto Board trustees and senior staff place emphasis on the necessity of creating closer links between home and school, and involving parents more in their children's education. Many schools have involved parents in the writing of school homework policies. In the elementary schools parents play an integral and essential part in school staffing committees. In both elementary and secondary schools they assist in developing the requirements for and in interviewing and selecting candidates for principal and vice-principal. Increasingly, Toronto schools are making concerted efforts to develop strong and genuine parent-teacher partnerships. Release time has been made available for kindergarten teachers to visit parents at home, to welcome them to the school. Some teachers hold class meetings for parents, or send home class newsletters, to increase parents' awareness of curriculum and goals.

The research on the effects of parental involvement has two very strong and very important messages. The first is that the gap so frequently found between working class and middle class children in school achievement is explained, in substantial part, by certain differing patterns of child-parent and parent-school interaction.

> The evidence is clear that parental encouragement, activities and interest at home and participation in schools and classrooms affect children's achievements,

> attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account. Students gain in personal and academic development if their families emphasize schools, let the children know they do, and do so continually over the school years. However, not all families currently become involved in school-related activities or show interest in their children's school work. And, not all schools actively encourage and direct parent involvement.
>
> (Epstein, 1986, p.1-2)

> When parents show a strong interest in their children's schooling, they promote the development of attitudes that are key to achievement, attitudes that are more a product of how the family interacts than of its social class or income. If schools treat parents as powerless or unimportant, or if they discourage parents from taking an interest, they promote the development of attitudes in parents, and consequently their children, that inhibit achievement.
>
> (Henderson, 1982, p. 10)

The second and most important message of the research on parental involvement is that all parents, including working class, minority, and single parents, respond very positively to school-initiated outreach. Getting parents involved who have not been previously is a very realistic goal for a proactive parent involvement programs.

The Toronto Board of Education has several programs which encourage active parental involvement in their children's education, as well as programs which help parents or future parents learn how to support and enhance children's education. Parenting Centres are located in twenty-five schools across the city, with emphasis on schools in neighbourhoods characterized by poverty and/or by high concentrations of non-English speaking families. Parenting Centres are drop-ins for at-home parents, grandparents, and child-minders with pre-school children. Housed

in elementary schools, these Centres can, and in many instances do function as bridges between the home and the school, allowing parent and principal to meet on friendly and informal ground before the child enters kindergarten.

Ninety-two pre-school and school-age child care centres located in elementary schools also provide early and informal opportunities for parents and future parents to connect to school in a comfortable way. These programs can and occasionally do include some adjunct programming in child development and educational support at home. Even busy working parents find some time to participate in programs which they recognize may have long-term benefits to their children. Child care centres can also provide opportunities for older students taking Family Studies courses or participating in Cooperative Education to learn about early childhood education and parenting, experience which is directly transferable to the parent role most of them will play.

Some schools have parents working as paid classroom assistants. A well-documented finding is that parents who participate in classroom life and activities typically become more effective in supporting their own children's academic efforts, such that the children's levels of achievement increase. (See Ziegler, 1987, pp 34-39.)

Outreach to parents in Toronto is increased by the availability of school-community advisors, who can help teachers and principals to encourage parents to participate in their

children's education. They can and sometimes do accompany teachers on home visits, as interpreters or simply as persons knowledgeable about and familiar with the community. Home visiting, which is now part of the ABC program at the kindergarten level, and which is practiced by a small but increasing number of teachers, is a very effective way of involving parents who have not visited the school, and of closing the communication gap which may otherwise persist.

Many schools and classrooms have supported parents as educators of their children by involving parents and children together in educational activities which are appropriate to the home setting and which reinforce what happens in the classroom. Programs such as Borrow-a-Book, Family Math, and Family Science are all well-developed, popular and potentially very supportive of students' achievement.

Even more than income, parents' education is a very strong predictor of children's educational achievement. The more schooling parents have the more able they become to effectively communicate with teachers and to support their children's learning. The Toronto Board of Education is involved in the sponsorship of dozens of adult basic education and literacy programs. For parents, these courses are not only basic education but child support and parenting courses as well. When, as sometimes occurs, the setting and materials used in these courses serve the double function of familiarizing parents with their children's books, schools, libraries, and the school's

procedures and expectations, then their potential as parenting as well as adult education is realized. Finally, the three infant care centres in Toronto schools which give priority of access to young women who are attending secondary school are making a maximal contribution to the educational opportunities of the children they serve, by potentially increasing the length of schooling of their mothers. In a very real sense, the greatest contribution a school system can make to equity of outcome for disadvantaged children is to ensure that at one and the same time, they get more education than their parents did and their parents get more education than their grandparents did. Less-educated parents can be helped to become effective partners in their children's education. But more-educated parents need less help. An effective school system strives to do both: to ensure that disadvantaged children get more education than their parents did, and to ensure that parents with less formal education are reached out to and helped to become active and effective partners in their children's education. This does not only mean supporting parenting centres, child care centres, and adult education and literacy programs. It also means lowering the drop-out rate and increasing the high school completion and post-secondary enrolment rates of our currently enrolled disadvantaged and minority students by assuring that all children attend effective schools.

The data from the Every Secondary Student Survey shows the significant progress made in recent years, as well as the undeniable persistence of a gap in educational outcomes between

more and less advantaged students. Existing programs such as the ones described above are transforming classrooms into small communities of active learners; and are developing schools into institutions whose links to each other and to the families of their students widen the community of learners to include teachers and parents in support of their children. Such developments hold the promise of schools of being increasingly effective for all our students.

Appendix 1

A Sample of the Turn-around Document for the 1987 Every Secondary Student Survey

104

TORONTO BOARD OF EDUCATION

610 CENTRAL TECHNICAL SCHOOL

123456 09FRA

DOE

JANE

100 SUNSHINE ST.

01/01/72

M

POSTAL CODE M4B 3J8

HOME PHONE 123-9999

ONTARIO

FIRST LANGUAGE(S)

ENGLISH

HUNGARIAN

LANGUAGE(S) SPOKEN FLUENTLY

ENGLISH

FATHER MOTHER GUARDIAN

MALE PARENT / GUARDIAN

NAME JOHN DOE

ADDRESS 100 SUNSHINE ST.

HOME PHONE 123-9999

EMPLOYER ACME TOOL CO.

OCCUPATION COMPUTER PROGRAMMER

BUS PHONE 123-1111

FEMALE PARENT / GUARDIAN

NAME SALLY DOE

ADDRESS SAME

HOME PHONE 123-9999

EMPLOYER SELF-EMPLOYED

OCCUPATION DOCTOR

BUS PHONE 123-0000

CENTRAL TECHNICAL SCHOOL

610 123456

CONFIDENTIAL DATA FOR RESEARCH SERVICES

1. AT WHAT LEVEL ARE YOU TAKING MOST OF YOUR COURSES THIS YEAR? (CHECK ONE)

BASIC ☐

GENERAL ☐

ADVANCED ☐

2. PEOPLE SOMETIMES IDENTIFY THEMSELVES BY RACE, COLOUR AND ETHNIC ORIGIN. PLEASE CHECK THE CATEGORY BELOW THAT YOU APPLY TO YOURSELF.

BLACK (SPECIFY: CARIBBEAN, AFRO-CANADIAN, AFRICAN ETC.) ..... ☐

WHITE (SPECIFY: GREEK, BRITISH, JEWISH, ITALIAN, ETC.) ..... ☐

NATIVE CANADIAN (SPECIFY: INDIAN, METIS, INUIT OR METIS, ETC.) ..... ☐

EAST ASIAN DESCENT (SPECIFY: CHINESE, JAPANESE, KOREAN, ETC.) ..... ☐

SOUTH ASIAN DESCENT (SPECIFY: EAST INDIAN, PAKISTANI, ETC.) ..... ☐

SOUTH EAST ASIAN DESCENT (SPECIFY: FILIPINO, LAOTIAN VIETNAMESE ETC.) ..... ☐

OTHER (SPECIFY) ..... ☐

91

Appendix 2

Letter of Instruction to Secondary School Principals

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 26, 1987

Dear Principal:

On October 22, 1987, the Board directed that an Every Secondary Student Survey be conducted in 1987-1988. The purpose of the survey is to ascertain up-to-date information on students' background characteristics (age, language background, race, etc.) and on their academic placement and progress. Such information was last collected and reported in 1983.

In the week of November 9-13, the homeform teacher of each class will receive an envelope with his/her homeform code printed on the label. We are asking your full cooperation in assuring that the following steps are taken:

1. On any day between November 9 and November 13, every homeform teacher gives the survey form (sample enclosed) to each student for completion and collects it by the end of the period.

2. Each homeform teacher is to:

   a. tear off the perforated "stub" (with the questions on race and level) from the main section of the document;

   b. put all the "stubs" in the envelope addressed "Research Services" and send the envelope in the Board mail to Research Services; (The information on these forms does not become part of the student's permanent record.)

   c. put all the turn-around documents (main section) in the envelope addressed "school office" and return it to the school office.

3. Administrative staff in secondary schools with computer terminal must enter the changes made to the turn-around document by the student. The schools without a computer terminal will mail the turn-around document to the Computer Services.

4. The deadline for data entry is December 4. Please ensure that the survey is completed by this date.

Director's Office Edward N McKeown Director
Associate Directors Ronald W Halford Operations • Donald C Rutledge Program • Helen I Sissons Personnel

Charles W Taylor Chief Superintendent - Curriculum • Linda Grayson Superintendent of Information Services
Michael J Rose Comptroller of Buildings and Plant • David S Paton Comptroller of Finance

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

Should you wish further information about this Board-mandated Every Secondary Student Survey, please contact Research Services (591-8287). Ask for Maisy Cheng, Gerry Tsuji or Suzanne Ziegler.

Thank you for your usual cooperation and assistance.

Yours sincerely,

EDWARD R. [illegible]
Director of Education

SZ:vv

Appendix 3

Place of Birth of Toronto Secondary Students, 1987

Place of Birth	Number	Percent
Canada	**13928**	**58**
Ontario	12393	52
Quebec	411	2
B.C.	163	1
Nova Scotia	86	a
Alberta	80	a
Newfoundland	63	a
Manitoba	61	a
New Brunswick	32	a
Saskatchewan	22	a
P.E.I.	7	a
Yukon	4	a
Unspecified	606	3
United States	**318**	**1**
East Asia	**2073**	**9**
Hong Kong/China**	1667	7
South Korea	264	1
Taiwan	85	a
Japan	35	a
North Korea	11	a
Macao	10	a
Mongolia	1	a
Southeast Asia	**2512**	**10**
Vietnam	1960	8
Philippines	226	1
Cambodia	127	a
Laos	126	a
Malaysia	32	a
Singapore	16	a
Thailand	13	a
Indonesia	10	a
Unspecified	2	a
South Asia	**584**	**2**
India	237	1
Sri Lanka	175	1
Afghanistan	73	a
Pakistan	67	a
Burma	22	a
Bangladesh	9	a
Unspecified	1	a

Place of Birth	Number	Percent
Europe	1926	8
Portugal	895	4
United Kingdom	344	1
Poland	131	1
Greece	101	a
Italy	72	a
France	66	a
Yugoslavia	46	a
West Germany	41	a
Romania	31	a
U.S.S.R.	31	a
Hungary	21	a
Ireland	21	a
Cyprus	18	a
Czechoslovakia	16	a
Spain	16	a
Sweden	14	a
Netherlands	12	a
Denmark	10	a
Switzerland	8	a
Belgium	7	a
Malta	6	a
Finland	5	a
Austria	4	a
Norway	4	a
Bulgaria	3	a
Luxembourg	1	a
Latvia	1	a
Unspecified	1	a
Caribbean	1395	6
Jamaica	681	3
Guyana	360	1
Trinidad & Tobago	185	1
Barbados	27	a
Grenada	26	a
St. Vincent	18	a
Bermuda	12	a
Dominician Republic	12	a
Antigua	10	a
Cuba	9	a
Bahamas	7	a
St. Lucia	6	a
Dominica	2	a
Haiti	2	a
St. Kitts	2	a
Unspecified	36	a
Central America	195	1
El Salvador	85	a
Guatemala	51	a
Nicaragua	22	a
Mexico	21	a
Honduras	13	a
Costa Rica	2	a
Belize	1	a

Place of Birth	Number	Percent
South America	450	2
Ecuador	193	1
Chile	109	a
Argentina	31	a
Brazil	31	a
Peru	25	a
Colombia	23	a
Bolivia	13	a
Venezuela	12	a
Uruguay	4	a
Surinam	1	a
Unspecified	8	a
Africa	317	1
Ethiopia	56	a
South Africa	41	a
Tanzania	41	a
Angola	34	a
Somalia	21	a
Nigeria	20	a
Ghana	13	a
Mozambique	11	a
Uganda	10	a
Egypt	8	a
Kenya	7	a
Mauritius	5	a
Burundi	4	a
Zimbabwe	4	a
Gambia	3	a
Morocco	3	a
Zambia	3	a
Algeria	1	a
Guinea	1	a
Liberia	1	a
Rwanda	1	a
Sierra Leone	1	a
Sudan	1	a
Tunisia	1	a
Unspecified	26	a
Middle East	299	1
Iran	216	1
Israel	30	a
Lebanon	16	a
Iraq	11	a
Syria	9	a
Turkey	9	a
Saudi Arabia	3	a
Jordan	2	a
Kuwait	2	a
Unspecified	1	a
Oceania	29	a
Australia	24	a
New Zealand	3	a
Fiji	2	a
TOTAL	24026	99*

Missing information = 3909.

a = Less than 1%.

* Does not equal 100% because of rounding.

** Because the terms Hong Kong and China have been used interchangeably in reporting country of birth for some students, therefore it was decided to collapse the two categories.

Appendix 4

Place of Birth and Race of Toronto Secondary Students, 1987

Place of Birth	Race					
	White %	Black %	Native Peoples %	East Asian %	S.E. Asian %	South Asian %
Canada	81	34	98	18	2	14
Outside Canada	19	66	2	82	98	86
Total %	100	100	100	100	100	100
	(N=11404)	(N=1352)	(N=164)	(N=4492)	(N=1162)	(N=433)

Appendix 5

Individual Languages First Learned by Toronto Secondary Students, 1987

Language	Number	Percent*
English	13395	51
French	83	a
English and French	232	1
English and Other	3951	15
French and Other	42	a
English, French and Other	34	a
Afrikaans	18	a
Albanian	4	a
Arabic	76	a
Armenian	15	a
Bengali	13	a
Bulgarian	3	a
Burmese	19	a
Cambodian	60	a
Chinese	3908	15
Cree	1	a
Croatian	40	a
Czech	31	a
Danish	12	a
Dutch	29	a
Egyptian	2	a
Estonian	29	a
Finnish	10	a
German	128	a
Greek	1252	5
Greek - Macedonian	4	a
Gujarati	80	a
Hebrew	51	a
Hindi	70	a
Hungarian	69	a
Icelandic	3	a
Indian (North American)	1	a
Indian	13	a
Italian	1137	4
Japanese	71	a
Kachi	3	a
Korean	298	1
Kurdish	1	a
Lao	73	a
Latvian	24	a
Lebanese	1	a
Lithuanian	8	a

Language	Number	Percent*
Macedonian	56	a
Malay	12	a
Malayalam	4	a
Maltese	34	a
Norwegian	4	a
Ojibwa	5	a
Pakistani	12	a
Panjabi	115	a
Patois	15	a
Persian	242	1
Polish	272	1
Portuguese	2180	8
Romanian	25	a
Russian	38	a
Serbian	28	a
Serbo-Croatian	92	a
Sign Language	3	a
Sindhi	4	a
Sinhalese	2	a
Slovak	9	a
Slovenian	6	a
Spanish	691	3
Swahili	14	a
Swedish	11	a
Tagalog	201	1
Tamil	169	1
Thai, Siamese, Pali	8	a
Turkish	16	a
Ukranian	114	a
Urdu	100	a
Vietnamese	1224	5
TOTAL	31000	*

Missing information = 1481.

a = Less than 1.

* Percentages are calculated from the base population figure of 26454 rather than the 31000 instances of reported languages. Students were allowed to provide up to two first learned languages.

Appendix 6

Individual Languages Spoken Fluently by Toronto Secondary Students, 1987

Language	Number	Percent*
English	11970	48
French	147	1
English and French	947	4
English and Other	7669	31
French and Other	64	a
English, French and Other	129	1
Afrikaans	19	a
Albanian	5	a
Arabic	81	a
Armenian	15	a
Bengali	16	a
Bulgarian	3	a
Burmese	16	a
Cambodian	52	a
Chinese	3505	14
Croatian	38	a
Czech	25	a
Danish	9	a
Dutch	22	a
Egyptian	2	a
Estonian	28	a
Finnish	9	a
Gaelic	2	a
German	153	1
Greek	1125	5
Gujarati	70	a
Hebrew	136	a
Hindi	80	a
Hungarian	66	a
Icelandic	1	a
Indian (North American)	1	a
Indian	12	a
Italian	1048	4
Japanese	63	a
Kachi	3	a
Kanada	2	a
Korean	264	1
Lao	62	a
Latvian	22	a
Lebanese	1	a
Lithuanian	8	a

Language	Number	Percent*
Macedonian	50	a
Malay	10	a
Malayalam	4	a
Maltese	29	a
Norwegian	3	a
Ojibwa	5	a
Pakistani	9	a
Panjabi	110	a
Patois	14	a
Persian	228	1
Polish	243	1
Portuguese	1947	8
Romanian	26	a
Russian	38	a
Serbian	23	a
Serbo-Croatian	70	a
Sign Language	5	a
Sindhi	2	a
Sinhalese	3	a
Spanish	679	3
Slovak	9	a
Slovenian	5	a
Swahili	15	a
Swedish	7	a
Tagalog	174	1
Tamil	160	1
Thai, Siamese, Pali	12	a
Turkish	22	a
Ukranian	100	a
Urdu	91	a
Vietnamese	1261	5
TOTAL	33244	*

Missing information = 3193.

a = Less than 1.

* Percentages are calculated from the base population figure of 24742 rather than the 33244 instances of reported languages. Students were allowed to provide up to two fluent languages.

Appendix 7

Parental Presence and Race of Toronto Secondary Students, 1987

Parental Presence	Race					
	White %	Black %	Native Peoples %	East Asian %	S.E. Asian %	South Asian %
Both Parents	71	44	47	79	55	69
Father Only	4	6	6	2	5	2
Mother only	20	38	30	7	14	14
Other	4	12	16	12	26	15
Total %*	99	100	99	100	100	100
	(N=12805)	(N=1405)	(N=219)	(N=3344)	(N=1142)	(N=446)

* May not equal 100% because of rounding.

Appendix 8

SES Categories from the Pineo-Porter-McRoberts Scale

	SES CATEGORY		
1.	Self-employed professionals	1	High SES
2.	Employed professionals		
3.	High-level managerial		
4.	Semi-professionals	2	
5.	Technicians		
6.	Middle management		
7.	Supervisors		
8.	Foremen		
9.	Skilled clerical-sales-service	3	Low SES
10.	Skilled crafts and trades		
11.	Farmers		
12.	Semiskilled clerical-sales service		
13.	Semiskilled manual		
14.	Unskilled clerical-sales-service	4	
15.	Unskilled manual		
16.	Farm labourers		

Source: Pineo, P.C., Porter, J. and McRoberts, H.A. The 1971 census and socioeconomic classification of occupations, Canadian Review of Sociology and Anthropology, 1977, 14 (1), p 98.

Appendix 9

Socio-economic Status and Race of Toronto Secondary Students, 1987

SES Category	Race					
	White %	Black %	Native Peoples %	East Asian %	S.E. Asian %	South Asian %
High SES	48	38	32	29	28	39
Low SES	44	53	50	60	53	50
Non-remunerative	7	9	17	11	19	12
Total %*	99	100	99	100	100	101
	(N=800)	(N=9702)	(N=97)	(N=1954)	(N=420)	(N=247)

* May not equal to 100% because of rounding.

Appendix 10

Level of Study and Race of Toronto Secondary Students, 1987

Level of Study	Race					
	White %	Black %	Native Peoples %	East Asian %	S.E. Asian %	South Asian %
Basic	7	14	18	1	3	6
General	21	32	37	12	24	18
Advanced	72	54	44	86	73	76
Total %*	100	100	99	99	100	100
	(N=13568)	(N=1491)	(N=196)	(N=3503)	(N=1130)	(N=472)

* May not equal 100% because of rounding.

Appendix 11

Level of Study by Race and Place of Birth, 1987

Race	Canada-Born					Foreign-Born				
	Basic %	General %	Advanced %	Total %*	Total Number	Basic %	General %	Advanced %	Total %*	Total Number
White	5	21	74	100	9254	10	27	63	100	1879
Black	8	28	64	100	454	16	34	49	99	867
Native Peoples	18	39	43	100	159	0	0	0	0	0
East Asian	1	5	95	101	777	1	16	83	100	2441
South-East Asian	0	7	93	100	27	3	24	72	99	1064
South Asian	3	11	85	99	61	6	20	74	100	363

* May not equal 100% because of rounding.

Appendix 12

Level of Study by SES and Parental Presence, 1987

SES Category	Both Parents			Father Only			Mother Only		
	Basic %	General %	Advanced %	Basic %	General %	Advanced %	Basic %	General %	Advanced %
High SES	17	22	53	32	37	70	6	20	49
Low SES	69	68	42	50	60	28	48	51	37
Non-remunerative	14	10	5	18	3	2	46	29	14
Total %	100	100	100	100	100	100	100	100	100
	(N=454)	(N=2332)	(N=9514)	(N=28)	(N=139)	(N=561)	(N=173)	(N=651)	(N=2242)

108

Appendix 13

Level of Study and SES

White, Black and Asian Students, 1987

Level of Study	Race and SES								
	White			Black			Asian**		
	SES			SES			SES		
	High %	Low %	Non-Resun. %	High %	Low %	Non-Resun. %	High %	Low %	Non-Resun. %
Basic	1	5	13	4	12	14	a	1	1
General	9	29	33	21	35	31	4	14	22
Advanced	90	65	54	75	53	55	95	85	77
Total %	100	99*	100	100	100	100	99*	100	100
	(N=4709)	(N=4300)	(N=673)	(N=300)	(N=419)	(N=73)	(N=770)	(N=1483)	(N=310)

a = less than 1%.

* Does not equal 100% because of rounding.

** South Asians are collapsed with East and South-East Asians because of small number of cases in some cells.

High SES = Professional, semi-professional and high, middle, low managerial.

Low SES = Skilled, semi-skilled, unskilled.

Appendix 14

Credits Completed by 15 Year Old Students by Place of Birth*, 1987

Place of Birth	Credits Completed 0-7 %	8-15 %	16+ %	Total %**	N
Canada					
Ontario	31	67	2	100	1953
Quebec	22	72	6	100	65
B.C.	29	66	6	101	35
United States	29	69	2	100	42
East Asia					
China/Hong Kong	28	67	5	100	153
South Korea	17	81	3	101	36
Southeast Asia					
Vietnam	45	52	3	100	171
Europe					
Portugal	65	34	1	100	95
United Kingdom	24	67	8	99	49
Caribbean					
Guyana	55	43	2	100	42
Jamaica	68	28	5	101	40

* Only countries reported by at least 25 students are listed.

** May not equal 100% because of rounding.

Appendix 15

Credits Successfully Completed by Race (15 Year Old Toronto Secondary Students), 1987

Race	Credits Completed			Total	
	0-7 %	8-15 %	16+ %	%	N
White	34	64	2	100	2307
East Asian	22	76	2	100	412
Southeast Asian	45	47	8	100	110
South Asian	24	69	7	100	67
Black	54	45	2	101	179
Native Peoples	45	55	0	100	31
Other	38	57	6	101	159

No information = 1481.

Appendix 16

Credits Successfully Completed by SES

(15 Year Old Toronto Secondary Students), 1987

SES	Credits Completed			Total	
	0-7 %	8-15 %	16+ %	%	N
Professional/High Managerial	15	80	5	100	695
Semi-Professional/Technical/ Middle-low Mgmt.	24	73	3	100	621
Skilled and Semi-Skilled White and Blue Collar	39	60	1	100	741
Unskilled Clerical and Manual	41	59	a	100	309
Non Remunerative	52	47	1	100	184

Appendix 17

Credits Successfully Completed by Parental Presence (15 Year Old Toronto Secondary Students), 1987

Parental Presence	Credits Completed			Total	
	0-7 %	8-15 %	16+ %	%	N
Both	30	67	2	99	2527
Mother	41	56	3	100	672
Father	45	53	1	99	150
Other	49	41	9	99	87

Appendix 18

Student Characteristics by Selected Ethnic Groups, 1987

STUDENT CHARACTERISTICS		OVERALL	Asian				White							Black
			Chinese[1]	from IndoChina[2]	Indian[3]	Korean	English Only	Portuguese	Greek	Italian	Jewish	Spanish	Polish	English Only
		% (N=27935)	% (N=2678)	% (N=2016)	% (N=375)	% (N=294)	% (N=7662)	% (N=2162)	% (N=1248)	% (N=1126)	% (N=727)	% (N=678)	% (N=261)	% (N=1329)
GENDER	Male	53	54	59	52	55	51	58	49	58	50	58	55	50
	Female	47	46	41	48	45	49	42	51	42	50	43	45	50
PLACE OF BIRTH	Canadian-born	58	25	0	12	14	92	47	89	92	86	6	44	35
	Foreign-born	42	75	100	87	86	8	53	11	8	14	94	56	65
PARENTAL PRESENCE AT HOME	Both Parents	66	75	64	75	88	61	89	91	90	72	63	67	44
	Mother Only	20	7	10	3	2	28	7	6	7	6	6	4	39
	Father Only	5	1	4	10	6	6	1	2	2	20	18	18	6
	Other	9	17	22	12	4	5	3	1	1	2	13	11	11
SES[4]	Professional	22	6	3	11	10	38	1	3	3	63	13	14	12
	Semi-Professional	22	19	10	25	59	27	10	22	12	22	14	20	25
	Skilled/semi-skilled	31	47	33	32	21	23	42	45	48	11	36	35	37
	Unskilled	15	18	27	19	6	6	38	22	27	1	23	20	17
	Non-remunerative	9	9	27	13	4	6	9	8	10	3	14	11	9
PROGRAM LEVEL	Advanced	72	89	73	79	93	77	51	78	62	92	62	77	53
	General	21	10	24	15	6	17	37	18	32	7	29	18	34
	Basic	7	1	3	6	1	6	12	4	6	1	9	5	13
CREDIT ACCUMULATIONS[5]	0-7 Credits	34	22	46	19	11	29	56	30	31	16	51	52	53
	8-15 Credits	64	75	51	77	87	69	44	69	68	80	47	48	45
	16+ Credits	2	3	3	4	2	2	-	1	1	4	2	0	2
SCHOOL MARK[6]	Advanced - high	33	44	34	39	49	34	26	30	31	50	19	30	15
	- average	39	23	29	33	25	39	45	41	44	23	52	45	57
	General - high	11	13	12	17	-	12	10	13	11	-	6	10	7
	- average	62	39	50	54	-	60	68	64	68	-	68	68	69
	Basic - high	18	-	-	-	-	17	19	-	-	-	16	-	17
	- average	51	-	-	-	-	56	46	-	-	-	50	-	50

NOTE: The ethnic groups are identified by race, place of birth and the first language(s). If a student indicates "Spanish" or "Spanish and English" as first languages, he/she is classified as someone of Spanish heritage. Although students have been asked specifically to describe their ethnic and cultural backgrounds, the mother tongue information was preferred as a measure of ethnicity because the ethnic data have higher non-response rate and more ambigious responses (e.g. "Canadian"). The Jewish is the only group that is identified directly by the ethnicity information provided by students.

1 The majority of foreign-born Chinese in this particular classification are from Hong Kong, China, and other places except for Indochina.

2 The majority of these students are from Vietnam, and some are from Cambodia, Laos and other parts of Indochina. It should, however, be noted that nearly half of these students are of Chinese descent.

3 This group includes languages spoken in India and Pakistan: Bengali, Gujarati, Hindi, Punjabi, Sindhi, Sinhalese and Urdu languages.

4 Missing information for the SES of the Vietnamese is too high (70%) to be included.

5 Includes only 16 year olds.

6 Results for groups with less than 25 students in a certain category are not presented.

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